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1922

EDUCATION IN WISCONSIN

1920–1922

Google

EDUCATION IN WISCONSIN

Prepared under direction of
S. M. THOMAS

Issued by
JOHN CALLAHAN
State Superintendent

BIENNIAL REPORT
1920-1922

State Department of Public Instruction
Madison, Wisconsin
1922

LETTER OF TRANSMITTAL

Department of Public Instruction
Madison, Wisconsin, December, 1922.

HON. JOHN G. BLAINE, *Governor of Wisconsin.*

Sir: I have the honor of submitting to you the Twentieth Biennial Report of the Department of Public Instruction.

Very respectfully,
JOHN CALLAHAN, *State Superintendent.*

PERSONNEL OF STATE DEPARTMENT OF PUBLIC INSTRUCTION

1922-1923

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C. J. Anderson	Asst. State Superintendent
W. T. Anderson	Supervisor of State Graded Schools
Maybell G. Bush	Supervisor of Common Schools
Pauline B. Camp	Supervisor of Deaf and Defective Speech Classes
Isobel Davidson	Supervisor of Common Schools
George S. Dick	Supervisor of Rural Schools
George H. Drewry	Supervisor of State Graded Schools
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Irene Newman	Asst. Supervisor of School Libraries
Aletta Olson	Diploma and Certificate Clerk
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J. F. Shaw	Publicity Editor
S. M. Thomas	Supervisor of High Schools
A. A. Thomson	Supervisor of Rural Schools
Melicent Waterhouse	Clinical Psychologist
Elizabeth Woods	Clinical Psychologist and Supervisor of Special Classes

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Part One

CHAPTER I

HIGH SCHOOLS IN WISCONSIN

Summary of Chapter

CLASSIFICATION Public secondary education in Wisconsin is carried on in four types of institutions—state graded schools, four year high schools, junior high schools, and senior high schools. High schools may also be classified as city, district, union, consolidated and joint. These various forms are all defined in the statutes.

GROWTH The number of high schools in the state has increased from 318 in 1913 to 407 in 1922. The number of pupils enrolled has increased in the same period from 37,620 to 72,385, being an increase of 92+ per cent. School building construction in Wisconsin, delayed during the war, has been resumed with much vigor, amounting in 1921-1922 to approximately $7,078,000 for high school buildings alone.

SUPERVISION State supervision of public high schools in Wisconsin in 1920-21 was in charge of five supervisors who visited 349 schools and in 1921-22 of three supervisors who, with some assistance from the staff visited 282 schools. The primary purpose of such supervision is to assist local school authorities and teachers in the improvement of their school.

CURRICULUMS AND COURSES OF STUDY The Department of Public Instruction issued in the spring of 1922 to the high schools of the state, suggestive curriculum outlines differing somewhat from those previously published. It is recommended that the high school curriculum be composed of a system of constants with variables rather than of a number of separate fixed curriculums among which the pupil must choose. Too much scattering of the pupil's energy among various subjects is prevented by a requirement of two majors and two minors for graduation.

TEACHERS The average teacher in Wisconsin high schools of less than 10 teachers is teaching her first year in this school; she has had three years of previous teaching experience; one-third of these teachers have had six or less years of schooling beyond the eighth grade. The latter offers insufficient preparation for efficient high school teaching. It is earnestly recommended, therefore, that the legal qualifications for teaching in public high schools be increased.

HIGH SCHOOL COSTS

The average annual per capita cost, based on average daily attendance, in the union free high schools of the state in 1920-21 was $152.50. The corresponding cost in city high schools was $117.00. The difference in these two figures is due chiefly to transportation charges and to smaller classes in the smaller schools. Per capita costs in high school has increased rapidly in recent years, keeping pace with the increased cost of living due chiefly to the depreciation in the value of the dollar. The average salary of teachers in the United States, which is the largest item in school costs, increased approximately 97 per cent from 1913 to 1922, while the cost of living increased in the same time about 73 per cent. The conclusion from these facts is that teachers' salaries are but little higher relatively now than before the war and that high school costs are on a level with the cost of living.

TUITION

A maximum tuition charge of two dollars per week or $72.00 per school year of nine months, which represented a few years ago a fair average of the actual cost of educating a pupil in high school, is now scarcely more than half that amount in most of the high schools of the state. As a remedy for this condition, which seems entirely unjust to those who support our high schools, it is proposed to charge a tuition equal to the actual per capita cost in the school attended. The importance of this item is indicated by the fact that about one-fourth of the high school pupils in the state are tuition pupils and the money involved is over a million dollars.

STATE AID

Because the amount of state aid now received by individual high schools is much less than formerly and because it is not sufficient to adequately equalize the burdens of high school maintenance which is its primary purpose, it is recommended that this subject receive special attention from those in charge of school legislation.

CLASSIFICATION

Secondary education in Wisconsin is carried on in four types of schools—four year high schools with grades 9-12 (Wisconsin Statutes, 40.43-40.63), junior high schools, including grades 7-9 (W. S. 40.635), senior high schools embracing grades 10-12 (W. S. 40.635) and state graded schools in which may be included grades 9 or 9-10 (W. S. 40.41, 40-42). High schools are further classified as district free high schools (W. S. 40.43), joint free high schools (W. S. 40.44), city high schools (W. S. 40.45), union free high schools (W. S. 40.47-40.51), and consolidated high schools (W. S. 40.15). This chapter deals with four year high schools and seeks to set out as clearly as possible significant facts and problems relating thereto with some recommendations for future legislation.

GROWTH
Attendance

The high school population of the state has increased rapidly and steadily during the last twenty or thirty years. Data for the past ten years is shown in Table I.

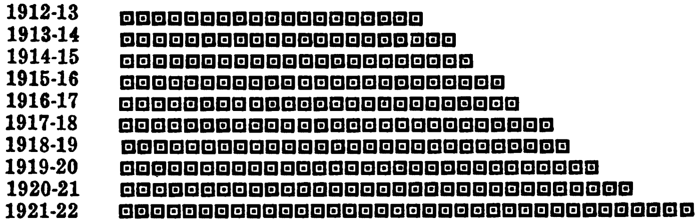
TABLE I

HIGH SCHOOL GROWTH IN TEN YEARS

Year	Number of High Schools	Total Enrollment
1912-13	318	37,620
1913-14	327	41,385
1914-15	344	43,836
1915-16	353	47,228
1916-17	364	50,521
1917-18	376	51,388
1918-19	384	54,112
1919-20	390	59,382
1920-21	402	63,636
1921-22	407	72,385
Percentage of growth in 9 years	28	92

FIGURE A

GRAPHICAL REPRESENTATION OF GROWTH OF HIGH SCHOOL ENROLLMENT IN WISCONSIN FOR TEN YEARS



The above table which does not include pupils doing 9th and 10th grade work in state graded schools discloses a remarkable increase annually in the number of pupils attending high school in Wisconsin, averaging 3,476 per year for the period. In recent years the growth is even greater than that.

In number of schools

The number of new high schools established each year has decreased somewhat in recent years owing to the increased cost of high school education and to the increased requirements of the State Department of Public Instruction for taxable wealth in those districts applying for certificates of establishment.

In new building

Expansion is also indicated by the number of new buildings erected in the last biennium for high school use. Approximately $7,078,000 has been expended during this period for high school construction alone and $3,050,000 for buildings to be used for grades and high school jointly.

SUPERVISION

Supervisory staff

The statutes of the state (Sec. 40.57) provide for the personal supervision of high schools by the staff of the State Superintendent's office. In the school year 1920-21 this work was done by five supervisors and in 1921-22 by three assisted by some other members of the department's staff. In the first year of this biennium 349 schools were visited and during the second 282. According to this arrangement each high school is visited at least every other year and schools in need of assistance receive special attention at any time.

Cooperative plans for supervision

In addition to the above an arrangement is made with the University whereby the high school visitors from that institution call upon the schools in those years when they are not visited by the State Department supervisors. And, as a matter of further economy in time and travelling expense, the high school supervisors visit also the grades in districts where there are only a small number of teachers in the high school. In the larger schools two supervisors often visit together.

Duties of supervisors

The work of these supervisors is primarily that implied in the title—supervision. It is true that supervisors of the State Department of Public Instruction are vested with the same authority as deputy inspectors of the Industrial Commission and in this capacity inspect the school buildings which they visit for violations of the orders of the Commission. They also make inspection of the educational equipment of the school in order to determine whether the requirements for state aid have been complied with. Their most important duty, however, is to discuss with the principal, teachers and members of the school board the problems of the school and how improvement can be brought about. The supervisor is a helper who, by his breadth of experience and disinterested outlook, is able to assist the local school authorities to better the conditions under which the school is being carried on. When this duty is performed by capable, broad-minded and sympathetic men and women, acting in a spirit of helpfulness, it renders a service to education in Wisconsin which cannot be measured.

Surveys of local needs

Considerable time was spent by supervisors especially during 1921-22, in assisting various communities to formulate a school policy of organization adapted to local needs and a building program in conformity therewith. The most notable of these school surveys were those made at Appleton and at Green Bay. The former is available in published form but the latter is still in manuscript. It is the policy of the State Superintendent to use the resources of the Department for assistance to local communities wherever the need is greatest and such assistance is desired.

CURRICULUM AND COURSES OF STUDY

Another duty prescribed by statute (Sec. 40.57) for the state superintendent is the preparation and publication of courses of study for use in the high schools of the state. In pursuance of this obligation the department issued in the spring of 1922 a revised outline of curriculum requirements and suggestions for Wisconsin High Schools.

Curriculum requirements

The significant feature of this suggested curriculum is the adoption of a system of constants and variables rather than prescribed lists of subjects grouped under such headings as "Classical Course" "Commercial Course," etc. Graduation is based on the completion of sixteen units of work grouped as two majors of three units each; two minors of two units each and six other elective units. All subjects required for entrance to the State University must be offered in each high school. In the larger schools the courses of study offered are much more extensive than this minimum.

Advantages of flexible course

The advantages of this plan are that it offers a flexibility whereby pupils may be able to choose those subjects best adapted to their individual needs and interests rather than being compelled to follow a set course. This choice is made of course under the advice of teachers and parents and in the light of all the information obtainable concerning the capacities and future needs of the pupil. Scattering of effort over a large number of subjects without concentration on any one is avoided by the requirements for major and minor subjects before a diploma is granted. The latest high school manual was issued by the Department in 1917 and is now out of print. A revised manual is now in preparation and will be issued as soon as funds are available. It will be a handbook of information on the legal requirements and standards for Wisconsin secondary schools. It will contain a discussion of high school courses of study without, however, including detailed outlines of courses in the various subjects. The best discussion of what should be included in modern high school courses of study is contained in the reports of the Commission on the Reorganization of Secondary Education published by the U. S. Bureau of Education. Teachers are therefore referred to these bulletins for more detailed information on this subject.

TEACHERS

The status of tenure, experience, and training of Wisconsin high-school teachers is shown in the following three tables.

TABLE 2—TENURE OF TEACHERS

Tenure in a given school

Percentage of Wisconsin High-School Teachers who are teaching in this school for the

	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th or more years
A	49.3	28.7	11.3	3.3	3.0	1.0	0.6	0.5	0.3	2.2
B	33,1	23.4	13.9	8.2	4.9	2.6	1.4	0.7	1.4	11.3

In Tables 2, 3, and 4, A includes all high schools having less than ten teachers and B includes those of ten and over.

From Table 2 above it is seen that in the smaller high schools one-half of the teachers are teaching the first year in their present school while in the larger schools one-third are similarly new to the school this year.

TABLE 3—EXPERIENCE OF TEACHERS

Previous Experience

Percentage of Wisconsin High-School Teachers who at the beginning of this school year have had previous teaching experience of

	0 years	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 or more years
A	20.7	17.4	11.0	10.4	8.0	5.9	4.4	3.2	2.5	1.7	14.8
B	11.5	12.3	9.7	8.7	7.4	5.9	5.0	4.4	4.8	4.2	26.1

Median for A is 3.08 years and for B is 5.07 years.

This table indicates that at the beginning of the school year 1922-23 the average teacher in high schools of less than ten teachers had a previous teaching experience of three years, while those in schools of more than ten teachers had previous experience of five years. In the latter schools one-fourth of the teachers have had ten or more years of experience.

TABLE 4.—TRAINING OF TEACHERS

Schooling beyond 8th grade

Percentage of Wisconsin High-School Teachers for the school year 1922-23 who have had schooling beyond the eighth grade of

	0 years	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 or more years
A				.6	.9	1.8	30.1	35.0	27.1	3.6	.9
B					.7	1.1	19.0	19.4	48.0	9.4	2.4

Median for A is 7.47 years and for B is 8.23 years.

The significant thing shown in Table 4 is that in the smaller high schools, under ten teachers, one-third of these have had six or less years of schooling beyond the eighth grade, about one-third have had seven years and the remaining third have had eight or more years. In the larger schools the situation is somewhat improved since only one-fifth of the teachers have had six years or less of schooling beyond eighth grade, another fifth have had seven years and the remaining three-fifths have had eight or more years.

It is everywhere recognized, however, that eight years of training beyond eighth grade should be a minimum for high-school teachers. In the smaller high schools of the state this standard is far from attainment since only one-third of these teachers have such training. Even in the larger schools 40 per cent of the teachers fall below this requirement.

This entire matter of teacher qualifications in Wisconsin has been so fully and clearly set forth in the biennial report of this department for 1918-1920 that quotation is here made:

Change in qualification law needed

> "As was stated in this connection in the last biennial report there is great need for a revision of our present law relating to qualifications of teachers for high school work. No essential change has been made in the general law for many years. Graduation from the university, from some approved college, or from a normal school course consisting of two years' work beyond high school entitles candidates to the license and at the end of two years of successful teaching in high schools to the life certificate for high school teaching. Special licenses for manual arts, domestic science, agriculture or commercial work are granted either on examination or upon completion of a two years' special training course in some normal or university. Holders of these special licenses are not qualified by law for high school principalships or for the teaching of other high school branches except by securing a subject license for each branch to be taught. Licenses for these special subjects must be based either on examination or upon certified credits from some approved higher institution.
>
> "Two years of training beyond the high school provides inadequate opportunity for the mastery of subject matter and teaching methods

for high school subjects. Such training does not prepare for high school teaching. At least another year of training ought to be added at once to the present requirement. The experience and practice of other states is that four years is none too much. The move of the normals of the state to provide a three-year course for high-school teachers was a move in a right direction. If the normal schools are to continue to train teachers for the high schools, as they have in the past, they should be expected to provide at least three years of training. *A four year requirement is desirable in the near future and is here strongly recommended.* Furthermore, the law should grant licenses only on completion of the more extended course. At present even though the longer course is offered there is nothing to prevent graduates of the two years' course from securing the license and beginning to teach.

"Furthermore, the license permits the teaching of any high school subject (except those for the teaching of which special aid is given) regardless of whether that subject was included in the normal or college course of the teacher. If two years of training is inadequate for general high school work, it is also inadequate for vocational work. Much confusion and difficulty has already occurred in the state in this matter, especially in the smaller high schools where it is necessary to ask vocational teachers to teach other subjects. Still more difficulty arises in schools having agricultural departments. Here the special teacher must often act both as principal and as director of the special course. Again, domestic science teachers have in a number of cases been obliged to give up their positions because they were unable to secure the license for academic subjects which they were required to teach. Under these circumstances it is recommended that the present law relating to qualifications of high-school teachers be so amended as to require at an early date all candidates for the state license to offer the equivalent of four years' training, beyond the high school, taken in some normal school, university or approved college. Such modifications should not apply to present successful teachers and should not interfere with granting the state certificate on examination.

"Attention should be called in this connection to the fact that Stout Institute at Menomonie has already by legislative enactment extended its course to four years in order to meet exactly this need. If the recommendation here made is carried out it would be necessary to extend the course for training high-school teachers in a similar way in at least a number of normal schools, for to provide the needed instruction and practice teaching for all at the university seems to be a physical impossibility. Certainly the three-year course for high-school teachers should be offered in the normal schools and required of all prospective high-school teachers who plan to teach, beginning, let us say, 1924-1925, and a four-year course leading to the degree of bachelor of pedagogy should be offered in the normal schools and required of prospective teachers who plan to begin teaching 1926-1927.

"It is further recommended that four years of professional training be made the basis for the granting of all licenses to teach the special vocational subjects in the high school."

HIGH SCHOOL COSTS

Per capita costs

TABLE 5

Annual Per Capita Costs in Wisconsin High Schools for the Year 1920-21

Annual Cost	Number of High Schools Union Free	City
$75— 99	6	15
100—124	13	25
125—149	18	18
150—174	15	4
175—199	10	2
200—224	7	..
225—over	8	..
Total	77	64
Median per capita cost	$152.50	$117.00

Factors entering into cost

The above table is based on average daily attendance and yearly expenditures for instruction, operation and maintenance. Expenditures involving capital outlay for new buildings, lands, bonded indebtedness, interest, etc., are not included. Average daily attendance is used instead of enrollment because it is a much more accurate figure and therefore more comparable for different schools.

Data only for union and city high schools

Data is given for union free and city high schools only. The reason district high schools are not included is because few of their school boards separate carefully in their reports expenditures for high school from those for elementary schools. A few city school boards fail in this respect and these are also omitted. Since union free high school boards handle only high school funds their reports are free from this defect and are therefore regarded as quite reliable. The table then contains data from the 1920-21 reports of all the union free high schools and about three-fourths of the city high schools in the state.

Reasons for cost difference

The median or average annual per capita cost for the union free high schools is $152.50 and for city high schools is $117.00. There are several reasons why the former is so much larger than the latter. Transportation is a considerable item of expense for union free high schools and a very small one in the cities. This is an item also which is sure to increase from year to year as rural residents demand more and more an opportunity for secondary education, equal to that in villages and cities.

Size of school as a cost factor

Another factor in higher school costs for union free high schools is that of size. The average size of the 77 union free high schools in Table 5 is 50 pupils in average daily attendance while the same average for the city high schools is 257. It is readily seen that although the salaries of city high-school teachers are higher than those in the smaller schools the size of classes in the larger schools is also very much larger, thus decreasing the per capita cost. This is a condition which is unavoidable in the nature of the case. Per capita costs are necessarily larger in smaller schools.

All school costs increasing

It must be noted also that per capita costs in all schools have increased rapidly in the last few years. In the report of the United States Commissioner of Education for 1916 the estimated per capita in the high schools of the country was $56.54 on the basis of enrollment or, on the basis of average daily attendance approximately $71.00. The increase here indicated was, of course, to be expected and is easily explained.

Teachers' wages

The most prominent factor in the increased school costs is that of teachers' wages. This in turn is due to the depreciation in the value of the dollar or increased cost of living. Table 6 presents these facts as given in a report issued by the United States Department of Labor, Bureau of Labor Statistics, Statement 1478, May 4th, 1922, p. 2.

PURCHASING POWER OF DOLLAR 1913 TO 1922

TABLE 6.

Year.	Index Number
1913	100
1915	105
1917	142
1919	199
1921-22	173

Interpretation of table

This table should be interpreted to read that the amount of goods which could be bought for $100 in 1913 would cost $173 in 1922, or, in other words, that the cost of living increased 73 per cent in this period. During the same period the reports of the United States Bureau of Education show that the average increase in teachers' salaries in the United States was 97 per cent. Table 7 is copied from Bulletin One of the Research Department of the National Education Association, p. 41.

Teacher salary increases in U. S.

TABLE 7

Year	Average Salary of Teachers in U. S.	Index of Average Salary
1913	$515	100
1915	543	105
1917	599	116
1919	736	143
1921	987	192
1922	1017	197

Increase slightly greater than living cost

From the above data it is evident that in the country as a whole the increase in teachers' salaries is only slightly greater than the increase in living cost, and represents only a small increase in purchasing power. It is clear, therefore, that teachers' salaries cannot be lowered but must be still further raised if we are to ask for increased qualifications and increased efficiency from the teachers themselves.

Other costs advancing

A still further conclusion from the above discussion is that the per capita high school costs as shown in Table 5 represent only a natural increase over pre-war costs due to the causes which have been set forth. The costs of instruction supplies, fuel, building repairs, maintenance and personal service as well as teachers' salaries have kept pace approximately with advancing living costs due to the depreciation of the dollar. Since this is a condition that promises to remain relatively permanent it will be necessary for us to adjust our support of the school to the new basis of costs.

TUITION

The amount which should be charged for high school tuition to nonresidents is closely related to the subject of per capita costs discussed above. At the present time approximately one-fourth of the students in Wisconsin high schools outside of Milwaukee are tuition pupils. In many schools more than half of the enrollment is composed of nonresidents. The number of pupils thus transferred is 17,000 and the tuition involved is over $1,000,000.

Tuition chargeable

But the maximum tuition that can be charged is $2.00 per week per pupil or $72 per school year of nine months, while the actual cost of running the school varies all the way from less than $100 to over $200 per pupil per year with an average for the state of over $125. It scarcely seems fair that those communities with pride and initiative enough to maintain a first class high school should be compelled to educate the children of their less progressive neighbors, oftentimes at less than half the actual cost of maintaining the school. This condition, of course, has only arisen in recent years, but should receive the prompt attention of the state legislature.

Tuition based on costs

It would seem under the conditions stated above that a just and equitable law would provide for the payment of a tuition for nonresident pupils equal to the actual cost per pupil of maintaining the school. No one could fairly object to such a law and its provisions could be easily carried out. Similar laws have worked successfully in other states. The results of such a statute in Wisconsin would undoubtedly prove beneficial to many small high school districts, with inadequate tax valuation by either forcing neighboring districts with no high school to join them in the maintenance of a joint, union or consolidated high school or pay at least a proportionate share of the cost of the school.

Equalizing cost

Another argument in favor of such an arrangement as here recommended is that the outside districts would pay also in proportion to the quality of the schooling received and not a flat rate as at present. It would be generally admitted that, as a rule, better paid teachers provide a better school, but under the existing law the school employing the cheapest teachers secures the largest premium from its tuition pupils.

STATE AID Inequality of

In connection with school costs it should be noted that the state aid now distributed to high schools is entirely inadequate. The number of schools receiving the various forms of state aid has increased to such an extent since the first passage of the laws that the amounts apportioned to the schools are now much less than the maximum payment originally intended by the legislature. This percentage for the year 1921 was as follows:

District free high schools	66%
Union free and consolidated high schools	71%
High school aid for special subjects	52%

Purpose of aid

The primary purpose of state aid to schools is to equalize the burden of school maintenance among all the communities of the state as well as to encourage the individual districts to support the very best schools possible. But the amount of state money distributed to high schools in Wisconsin at the present time does not adequately fulfill this purpose. Space does not permit a further discussion of the subject here, but it is a matter of such importance that it should receive the careful consideration of those responsible for the enactment of school legislation.

CHAPTER II

STATUS OF THE JUNIOR HIGH SCHOOL

Law and Department of Public Instruction set standards

The term "Junior High School" as applied to recognized junior high schools in the state of Wisconsin has through legislative enactment and definite rulings of the Department of Public Instruction been made to mean a very definite type of school. Through such limitations the number of schools operating junior high or intermediate schools that meet law and department requirements is small in comparison to the number found in some other states.

Recognized schools

The following places have schools which have met these requirements: Augusta, Cudahy, Fairchild, Monroe, Marshfield, Prairie du Sac, Port Edwards, Ripon, Washburn, Waukesha, West Allis, Kenosha (3), Beloit (2), Niagara, Racine (2). The following places are well along with building programs or have plans well under way for recognition: Chippewa Falls, Sparta, Green Bay, Appleton, Janesville, Horicon, Marinette, River Falls and Mayville. In the approved group it is interesting to note that in but one place—Port Edwards—is there no senior high school organization. Port Edwards is in a particularly favorable position to develop a junior high school independent of a senior high school because of senior high school facilities offered within four or five miles at Wisconsin Rapids and Nekoosa, both reached by excellent electric car service.

Standards first established

The following standards have been in operation since the enactment of the junior high school law in 1919:

(1) Aggregate enrollment of pupils in the seventh and eighth grades for the preceding year shall have been forty or more.

(2) At least three teachers shall be employed, one of whom shall be qualified to teach manual training or agriculture, and one of whom shall be qualified to teach domestic science.

(3) A school day of at least six hours divided into six periods of at least sixty minutes each.

(4) Principal and teachers shall have some form of state certificate equivalent to that required for teachers in the four-year high school.

(5) Evidence that the principal has made a close study of the problems of the junior high school.

(6) Adequate equipment of books, maps, work tables, and material for instruction in science.

(7) Adequate classroom facilities.

(8) Adequate shops and laboratories.

(9) An assignment of not more than five periods a day to each teacher.

(10) A program of studies of greater scope and of greater richness of content than that of the traditional elementary school.

(11) A program of studies approved by the Department of Public Instruction.

For the statutory provision relating to junior high schools the reader is referred to section 40.635 of the statutes.

Length of class period

Considerable discussion has arisen over the sixty minute class period requirement made by the department for junior high school recognition in this state. With well-qualified teachers who are able to assist class procedure by directing study, leading in group problem solving activities, and encouraging individual effort, the department still feels that the sixty minute period is desirable.

Variation of length throughout country

In the various junior high schools throughout the country there is much difference in practice as to the length of the class period. This variation is shown in a report of a committee on Junior High Schools, Denver, Colorado, in the Elementary School Journal for September 1922.

Number of Class Periods	Number of Schools	Length of Class Periods in Minutes	Number of Schools
4	4	30	1
5	7	35	6
6	23	40	24
7	14	45	24
8	38	50	11
9	6	55	6
10	3	60	17
		65	2
		70	1
		75	1
		80	2

From this table it may be observed that the median school of this group of ninety-five schools has a class period forty-five minutes in length.

Change in length requirement

The department is aware that *the best* length of class recitation period is open to discussion in light of the above practices. It in no way wishes to hamper an individual school in experimenting to find out what length of period is best suited to its needs. It has therefore removed the sixty minute requirement. Periods of less than forty-five minutes do not offer opportunity for supervision of study which requires from one-third to one-half of the period. Forty-five minutes has been fixed as the minimum recitation period. Such an arrangement permits of seven recitation periods with a general period daily given over to sympathetic contact with pupils through teacher advisers along lines of educational, vocational and social guidance. This period can do much toward rounding out the extra-curricular activities of a school.

Junior high school progress

Many of the larger cities of the state are definitely committed to the junior high school organization. A building program involving over five million dollars has been or is nearly completed during the biennium. The cost of junior high school buildings in the following places shows that communities and boards of education have taken very kindly to the intermediate school as expressed in junior high school organization. Racine leads the list with a showing of three such schools at a cost of five hundred thousand dollars each; Beloit has two to her credit costing almost half a million; Janesville will occupy its million dollar structure about the first of the year; Chippewa Falls spent in the neighborhood of two hundred thousand dollars for a building which will be used during the present school year; Marshfield very early in the biennium was housed in its new building which cost the city about two hundred thousand dollars; Marinette is proud of a splendid structure for which almost three hundred thousand dollars was appropriated.

Buildings under construction or planned

Several places are either planning, have buildings under construction or about completed which will provide most adequately for both senior and junior high school organization: Oconomowoc, Mayville, Lancaster, and several other communities may be mentioned as outstanding examples; Sparta is spending about three hundred thousand dollars; Two Rivers will dedicate its splendid junior-senior high school building early during the present school year. Appleton has voted four hundred fifty thousand dollars worth of bonds for two junior high schools. Green Bay has a building program which provides for an additional junior high school on the west side in addition to the one now in use on the east side.

Effect of law on state graded schools

The limitation on organization of a junior high school based on an enrollment of forty in seventh and eighth grades eliminates the organization of such schools in small villages and open country now operating state graded schools of the first class (whose upper grades might be considered an intermediate school) which are giving the ninth grade of high school work or often both ninth and tenth grade. The further requirement that there be three teachers with state legal qualifications one of whom is qualified to do home economics and another either agriculture or manual arts adds a cost to operating expenses that can not be borne by them. If the assessed valuation is sufficient in these districts it is fully as easy for them to organize a four year high school.

Union high schools may organize junior high schools

One provision of the law relating to junior high schools has not been put into practice by any community in the state up to the present time. Paragraph (2) of Section 1 of the law reads as follows: "Any district maintaining a district free high school, a union free high school or a graded school in which five or more teachers are employed may establish and maintain one or more junior high schools in the manner hereinafter provided. The laws relating to district and union free high schools shall govern in the establishment and maintenance of junior high schools in so far as such laws are applicable except as hereinafter provided." This paragraph definitely permits the organization of a junior high school in connection with a union high school. Previous to the enactment of this law the union high school organization was entirely independent of the first eight grades in the district schools of the high school territory. This statute gives the electors of a union free high school district the right to care for the seventh and eighth grade pupils of all the rural or state graded pupils belonging to the union high school district in a junior high school connected with the union high school.

Plan for such organization

The junior high school and union high school under such an arrangement should be organized as a six-year secondary school. This is the best plan for junior-senior organization when the combined enrollment is less than five hundred. Separate study rooms should be planned for each school. Laboratories, vocational classrooms, and gymnasium can be made to serve both senior and junior schools. Such an arrangement gives a much wider, more effective use of the school plant with less duplication of equipment. This form of organization is recommended not only in connection with union high schools but also in small cities.

Effect on rural schools

The organization of junior high schools in connection with union high schools should have a marked effect in bettering conditions in a rural school. The present course for rural schools based on eight years of work is impossible of effective operation without an alternation of classes. To reduce the number of subjects and classes for the rural teacher to handle to those of the first six grades would permit grading and would greatly simplify the preparation for rural teaching. Many communities object to consolidation because of transporting little children. The removal of pupils of junior high school age from country schools would permit a readjustment of the school year. The younger children are not needed for home work during the summer. Country schools could close during the cold weather and be open during a great part of the summer. Even combinations of small rural schools through possible practical auto transportation during the season when road conditions are best, could be brought about. Better attendance, better teaching, less retardation, and a great saving of money due to efficiency of the school itself would result.

Effect of junior high school on Elementary schools

The work of the elementary schools in connection with junior high schools is more and more being brought to the fore. Greater attention is being given to the somewhat long lost intermediate grades. The work and results to be obtained here are much more clearly defined. Definite skills and standards for them can now be set up. The pupil constituent of these grades is given greater homogeneity through the removal of overage pupils who under our 8-4 plan of organization caused a most serious disciplinary problem in many fourth, fifth, and sixth grades. The following are the entrance requirements as set forth by E. E. Lewis in his Standard for Measuring Junior High Schools.

"1. Those regularly promoted from the previous grade.

"2. Children fourteen to twenty or twenty-one years of age out of school and of uncertain or low educational attainments who desire to resume their schooling. In this class are to be found (a) many ambitious foreign children (b) native born children who realize after they have passed the age of fourteen their need of more education and who desire to resume school attendance but are constrained from doing so as they do not fit the grades and cannot gain admission to the regular high school, or, in case they gain admission, find the work unsuitable to their needs. Many of these children are 'eliminated' from earlier grades.

"3. Children in regular attendance in fifth and sixth grades two or more years overage or otherwise seriously out of harmony with the regular school system. Such children are commonly called repeaters or retarded children and are often grouped in prevocational schools or classes."

Better paid and qualified elementary teachers

The placing of higher qualifications and training for teachers in the intermediate school will surely have its effect on teaching qualifications in the elementary school and any increase in compensation in the one will bring added recompense to the other. The departmentalization of work and pupil promotion by subject now being worked out very satisfactorily in junior high schools is likely to be taken up in the elementary schools, in fact some of the larger schools are trying out such plans. This tendency is more marked in those systems with large building programs ahead and where they are not tied down by existing traditional grade or ward schools.

Effect of the senior high school

A criticism that might be made of the curriculum of the junior high school is its too close adherence to the traditional curriculum of the seventh and eighth grades. Too little exploration of subject matter is offered and there is some danger in our state that courses, even though apparently good on paper are more or less crystallized, formal and somewhat conservative in their administration. The articulation with the senior high school may be responsible for this to some degree. Instead of making the work exploratory there is a feeling abroad that it must fit into the definite scheme of work that has been planned for the senior high school. Teachers of the intermediate school must ever bear in mind that it was not organized with subject matter in mind but with the idea that the needs of boys and girls at this particular age should be met.

Junior high and college entrance requirements

Perhaps a greater change can be accomplished in the adaptation of subject matter to pupil needs when senior high school credits stand apart and when college entrance requirements are rewritten in terms of the senior high school. This day is not far distant as shown by the following resolutions the second of which was adopted following a discussion of the first at a meeting of the North Central Association of Colleges and Secondary Schools.

"Resolved, That the conference recommend to the North Central Association that the colleges be requested to rewrite their entrance requirements so as to require not more than twelve units to be completed in grades ten, eleven, twelve.

"Resolved, That the conference request the three commission of the North Central Association to appoint a joint committee to study the question of defining entrance requirements in such a way as to provide for proper recognition of work done in the junior high school, with the request that the report of the joint committee be submitted to a conference held in connection with the 1923 meeting of the association."

Extra curricular activities

But few of the junior high schools in the state have begun to make the extra-curricular activities the force in the school that these activities are capable of being made. They offer opportunities for leadership that the routine work of the school in no way touches. They are the vital forces which find expression in the spirit of the school. It is through them that young people of this age may find themselves and be found. For a splendid discussion of this important phase of junior high school work the reader is referred to an article in Educational Administration and Supervision, January, 1922, communicated by T. H. Briggs.

Educational and mental tests

The department is pleased to note that considerable use is being made of standardized educational and mental tests in junior high schools. It feels, however, that much more effective work would result if greater attention were paid to the use of tests for diagnostic purposes, if classroom procedure were governed to a greater degree by the showings made, and if through these tests greater provisions for individual differences could be made thereby giving more attention to the child of superior ability than he has been receiving.

Vocational guidance in junior high school

One thing that is not expected of the elementary school is vocational guidance. It is in the junior high school that this important phase of school work is first taken up and to be continued throughout the child's entire school career. Too much has been expected of the schools by both the public and industry in vocational guidance; with the one the child has been expected to settle his own problem of a vocation; with the other it has been expected to right economic and industrial troubles. There continues need for the school to ever be on the alert to give meaning to vocational guidance in terms of education —namely that of giving the child the ability to cope with his environment. Vocational guidance expresses itself in social efficiency. Social efficiency is a composite of vocational, avocational, physical, moral, and civic efficiencies. Any school system is going to fall far short of adequate vocational guidance which satisfies itself with emphasizing training in limited skills. Vocational work in the junior high school needs greater diversity that that which is now found in most schools.

Efforts of Department of Public Instruction in fostering

The best efforts of the Department of Public Instruction to further the junior high school idea have been put forth. Very complete surveys of school systems in the cities of Green Bay and Appleton were participated in by three members of the state department. In each of these surveys particular attention was given to establishing the intermediate school. The cordial acceptance of this type of school by educational leaders in these and other communities is most gratifying.

The future

The junior high school has been given a permanent place in Wisconsin's Educational System. The progress that it has made during the present biennium has been very satisfactory. During the coming two years additional progress as to number of schools and greater improvement in the administration of these schools is to be expected.

CHAPTER III

THE STATE GRADED SCHOOLS

Reasons for growth

The state graded schools have been a feature of the Wisconsin educational system for twenty years. Created by legislative act in 1901, they have affected the educational situation in two ways. First, special state aid and state supervision have encouraged the establishment of graded schools of two or more departments in small places throughout the state. The good elementary grade work has attracted people to these places to give their children opportunities for an education. This desire for more complete educational facilities has resulted in developing these graded schools into high schools and in several instances consolidated schools have resulted. Many of the smaller high schools are an outgrowth of state graded schools.

A form of consolidation

In the second place, the same incentives have caused the establishment of the two room schools. The graded schools of two departments have been created from overly large one room schools or by consolidating two or more districts. Wisconsin is entitled to much credit for consolidation such as is exemplified by her state graded schools. The organizing of a two room graded school instead of a district decentralizing means as much to the consolidation as the uniting of two one-room schools.

Number of schools

In 1921-22 there were 226 state graded schools of the first class, which means schools of three or more departments, the special state aid for each of which was $300. There were 352 state graded schools of the second class, each of two departments and receiving special state aid of $200. Every county contains at least one state graded school. Polk County contains the largest number—thirty-one. In the same year there were forty-nine graded schools, some of them two and some three or four department schools, which were not classed as state graded schools, and did not receive special state aid. Some of them are located in buildings that fall far short of meeting required sanitary conditions, and the districts have persistently refused to improve these conditions. In a few cases districts do not favor the nine months term required of a state graded school; they prefer to conduct their school for the minimum eight months required by law of all schools. Several such schools are located where at least a nine months term is needed to prepare the pupils as American citizens. In a small number of cases district boards refuse to employ

Failures to qualify as graded schools

NINTH AND TENTH GRADE WORK

a sufficient number of teachers to meet the demands of their enrollment, or they engage incompetent or unqualified teachers.

In the year 1921-22, 141 state graded schools of the first class offered ninth grade work, and 77 such schools offered tenth grade work according to the provisions of Sections 40.41, 40.42 of the statutes. The law wisely limits work of this kind to the first-class state graded schools. In the formation of a two room school the main argument in its favor is that it gives the teacher twice the opportunity to do satisfactory work that the one room school affords; the children receive twice as much attention because the teacher has but half as many grades to teach. There are those who say that if a teacher can teach eight grades, two can teach nine or ten grades. The fallacy in this as related to the state graded schools is that there is no teacher who can teach eight grades in a satisfactory way. It simply amounts to judging the graded schools by the one room rural school standard, which does not justify the existence of the two room school. Then there are questions of library equipment and other apparatus which districts are slow to appreciate, and there is the question of the teacher's preparation and qualifications. No teacher who is not qualified to teach in a high school should do high school work in any school. Both the supply and the quality of high school trained teachers who are available for work in state graded schools is limited and will continue so for some time to come. The children in our schools have a right to instruction of the standard kind.

Graded schools that may offer high school work

The policy of extending school facilities to include grades nine and ten rests with the school board, which naturally learns the sentiment of the people before taking action. In the administration of the law ninth grade work may be offered in a school where there are three departments and three teachers; two high school grades, ninth and tenth, may be offered in a school where there are four departments and four teachers. The law does not authorize eleventh or twelfth grade work in a state graded school. The work in eleventh and twelfth grades should be done in a school that definitely addresses itself to high school business.

Advantages of

The strong feature of ninth and tenth grade work in the state graded schools is the advantage of having pupils at home for their first two years of high school work. Home ties are not broken so early. Problems of the day are often discussed at home circles in the evening. There are other reasons why the country boys and girls should be privileged to live at home during the first two years of high school. They are enabled to enjoy the benefits of a type of junior high school. As a matter-of-fact a state graded school of this type should be looked upon as being directly in line with the junior high school idea, without however, calling it a high school which it is not. The usually moderate number of pupils in these grades makes it possible for the teacher to give each pupil much individual attention and sympathetic understanding.

Weaknesses of

In practice this work is marked by a number of weaknesses. These difficulties are not inherent and can be corrected. The teacher problem is a serious one. Many immature teachers are employed. Thorough preparation is too often lacking and their professional schooling has not dealt with the problems they have to meet. Instead of devoting themselves to a thorough knowledge of the courses which these young people will have to teach and to the conditions they will have to meet, many instructors in the training institutions confine themselves to work which is not practical under working conditions that graded-school teachers meet in the field. Conditions of this kind can not fail to have a profound effect on the thinking habits of the rising generation. The question of well-qualified teachers is further complicated by the certification laws. The law specifies that the teacher of ninth and tenth grade subjects shall hold a state certificate; but state certificates are held by people who hold certificates for primary, intermediate or grammar grade work, none of which qualify professionally a teacher for high-school teaching. School boards have not examined carefully enough the preparatory work a teacher has had with the result that teachers trained to do primary and lines of work other than high school have been employed.

Books and needed equipment should be furnished

Another difficulty lies in the reluctance many districts show toward furnishing the school with the apparatus and library facilities recommended by school people. Such material is indispensable for doing high school work. There are many people who believe that a child, a teacher, and a single textbook are all that are necessary for satisfactory high school work in any class. They see no need of reference material, simple apparatus for science teaching, nor of adding to the library year by year to the extent of thirty to fifty dollars. Anyone who goes through the form of attending school, getting certain credits and getting a certificate signed by some one stands equal with any one else, no matter how much better his opportunities for education have been. Later on too many young people who go through such procedure find to their sorrow that it is not true.

Standards of work should be maintained

In many schools offering ninth and tenth grade work, the attendance is irregular, and there is much difficulty and lack of system in getting the work made up. In altogether too many instances it is said to be impossible to have rural children do the home work necessary to good high school; pupils are thus passed on some basis other than ability, work accomplished, and sound scholarship. There should be a higher regard for scholarship among teachers themselves, among the students, and among school patrons.

INDUSTRIAL WORK

Requirements for aid

Section 20.26 (c) of the statutes authorizes work in industrial subjects in state graded schools. All state graded schools are expected to do strong work in elementary agriculture in the eighth grade. This is a part of the regular course and does not fall under the section which provides for special state aid. When the course of study in manual arts for the boys and domestic science for the girls, prepared by the State Department of Public Instruction for seventh and eighth grades, is carried out in a satisfactory manner, and the necessary equipment is supplied by the district, special state aid to the amount of one hundred dollars is apportioned under the law. It is expected that in most schools this amount will cover the expenses for material and upkeep of equipment. Aid is granted on receipt of a report showing that the work has been properly maintained. The inspection of the work by a state school supervisor is a governing factor in deciding whether the work merits the special state aid.

Suggestions for improving work

That these courses in a school can be of great service to boys and girls hardly admits of question, and that the purposes for which they have been introduced into the curriculum are realized in a goodly number of schools is true. On the whole though the work stands in need of much improvement. The reasons for this are two-fold. In the first place too many people without any aptitude for teaching these subjects are engaged by graded school boards. The main consideration in engaging teachers is that they hold a legal certificate to teach. This does not necessarily mean that the person so engaged has either the training or the aptitude for doing industrial work. Boards are not as particular as they ought to be in questioning their teachers regarding their ability to handle this work in a satisfactory manner. In the second place those institutions which train teachers who directly or eventually find a place in the state graded schools do not give these people the training that will function in the industrial work of the state graded schools. There is a serious question whether in the interest of sound school administration it would not be best to repeal section 20.26 (c), and that manual training and domestic science be optional with the board. If this were done, the general state graded school aid to all schools should be increased. At any rate, there should be a clear understanding that teachers should be trained for this work and should not be engaged to do this vocational work which requires special preparation unless they are able to fill it acceptably.

QUALIFICATIONS OF TEACHERS

Strong teachers and living wages

It is conceded that the state graded school is a strong type of school. A strong school presupposes strong teachers. There is much need for attention to securing capable teachers on the part of all concerned with education. War conditions affected the situation very greatly. It is beyond doubt that the general quality of the teaching force has declined since 1915. It is also true that the public has met the situation with patience and by increasing salaries. The general level of salaries has not greatly decreased for the present year. The general public feels that teachers are entitled to a living wage. Today there is more information of the factors that make a living wage. During all this time the agencies of supervision have done their utmost to make the work in the schools as effective as possible.

Qualifications

At the same time the qualifications of the teachers in state graded schools have not increased generally and they show a tendency to decrease in some respects. Most of the principals of first-class schools should be qualified both personally and professionally to teach in high schools. At least two years of training beyond high school for principals of elementary schools and at least three years of training beyond high school in state graded schools where the principal teaches high school subjects should be required. The principal of a second-class school should be an approved normal school graduate with at least two years' training beyond the high school or one who holds a first grade certificate and has had at least two years of successful experience. No assistant should hold less than a first grade certification nor have had less than two years successful experience unless a graduate of a full two year course at a state normal school. No state-graded-school teachers should be engaged until they are approved by the county superintendent. Failure to secure such approval is one of the most prolific causes of difficulty in the state graded school. It should be possible in any case where a teacher is a misfit for the board to release her and for the superintendent to place her where she can work to greater advantage. This plan has been tried with success by some superintendents and boards and deserves to be tried out still further.

CONSOLIDATION

More graded schools should be organized

Many of the state graded schools have come about through consolidation or have been strengthened by it. The number of state graded schools should be greatly increased. The large problems are the creating of popular sentiment in favor of the graded school with two or more departments as against the one room school; the careful study of rural territory with the idea of planning out convenient areas for larger schools (with the county as the unit of school taxation the gerrymandering of school districts would disappear); and the increase of special state aid to state graded schools. The present apportionment of aid was fixed at a time when school costs were about half what they are now. To double the state aid would vastly increase the disposition to have more state graded schools and it could be done with $150,000 in addition to the appropriation now available for that purpose.

Town of Lima, Rock County

The map (page 33) is a good example of the many opportunities that exist to rectify school district boundaries, transport the children, and consolidate weak and inefficient schools. This map represents the town of Lima in Rock County. The country is level; the roads are good; it is in a part of the state that is not subject to the most severe weather or deep snows. There are in and connected with this favored thirty-six square miles no fewer than 15 school districts. This map was used to illustrate the biennial report of 1916-18. The enrollment at that time in those districts having schoolhouses in the town ranged from five to thirty-eight children. These figures have been changed only in the enrollment in the one large school which happens to be a state graded school. In the year 1921-22 this school enrolled forty-two children. In the biennial report of 1916-18 the assessed valuation of the property in the town was reported $2,278,381; that of the district enrolling the five children was $216,835; that of the graded school district was $362,150. The total valuation of the fifteen districts was $3,581,304. While it is interesting to note that in the four years the school population of the town has remained about the same and the enrollment in the schools has remained about the same, evidence of progress is shown in two cases. In one district the school was closed last year and the five or six children were transported to the state graded school. In another district the school was closed and the pupils were either transported or boarded in another district.

Progress in improvement slow

However gratifying the two evidences of progress may be, it is very evident that progress is too slow. The first conclusion one may draw from the facts shown by the map is that money is wasted in the administration of education. Of the twelve schools located in the town, nine are too small. In the year 1921-22 all of these schools together enrolled some 192 pupils who were taught by eleven teachers. This number of pupils could easily be managed by five or six teachers. Furthermore, it naturally follows that because these schools are too small and because each has too many classes they are below standard in efficiency. Thus we have an expensive system that produces poor results.

Feasibility of consolidation in this territory

A study of the map shows that consolidation into not more than two and preferably one school is perfectly feasible. By taking advantage of section 20.26, aid from the state may be had for building a consolidated school building. By taking advantage of section 40.16 much of the burden of transportation would be borne by the state. The wages of six teachers might have been saved and could be applied toward getting teachers of the highest degree of teaching skill. Besides this, in such a consolidated school a high school could be maintained, likely a town high school with still further state aid. By this means the high school students might go to school in their own community and be at home every night. Transportation of children to school offers less difficulty than the transportation of milk and cream, and it is a means of securing to the children of these districts a square deal in education. The friends of education should emphasize the idea that the education of children should be looked upon as a business, if we may expect satisfactory results. Education as carried on according to the showing on the map has not risen to the point where it may be considered a business.

Other studies suggested

What is true of the town of Lima in Rock county is true of many other towns and of many other localities in the state. What seems necessary at this time is that some definite means be taken to study such situations and to plan out districts that may be served by larger schools. Combinations of school district territory to insure the establishment of larger schools of two, three, four, or more departments may be effected in many places and the general character of the work of the schools be thereby very greatly strengthened.

TRANSPORTATION

It may be said that transportation is a corollary of consolidation or combination of school districts. This feature of education has developed rapidly within the past few years and one need not go very far to learn how it operates, what it costs, or what its effects are on the schools where it is made an adjunct of better school planning. The following cost studies table has been made from data for the year 1921-22:

Name of School	County	No. Transported	No. Rigs	Av. Mi. Dist.	Cost	Cost per Capita	Days Trans.	State Aid
Butternut	Ashland	58	6	2.8	$3,246.00	$55.97	9,516	$1,040.60
Barksdale	Bayfield	106	6	3.6	3.471.25	52.75	16,145	2,282.38
Port Wing	Bayfield	85	5	2.75	2,935.55	34.53	13,552	1,620.70
Nelson	Buffalo	64	2	2.9	1,530.00	34.77	4,243	588.23
Bristol	Dane	7	2	3.2	193.20	27.60	693	73.75
Bennett	Douglas	50	5	2.9	1,766.00	35.32	7,953	890.89
Elk Mound	Dunn	68	6	2.7	3,150.00	46.32	10,496	1,048.60
Argonne	Forest	79	11	3.0	6,165.00	78.04	12,296	1,662.50
Irma	Lincoln	13	1	3.6	557.25	42.86	2,184	299.55
Clayton	Polk	66	4	2.7	1,890.00	28.67	10,261	1,166.23
Bancroft	Portage	26	3	2.4	1,665.00	64.00	3,747	491.00
Brantwood	Price	17	2	3.4	1,097.55	64.56	2,283	321.00
Richmond	St. Croix	20	4	3.4	1,205.00	60.24	9,808	387.82
Spring Brook	Washburn	55	5	3.6	3,025.55	55.00	9,875	1,157.75
Rudolph	Wood	20	5	2.8	---------	--------	4,148	255.00

It will be noticed that the places selected represent well distributed counties. Most of the data has been gathered from counties in the northern and middle parts of the state where weather conditions are as unfavorable as are found in the state. A study of the table will show that per capita costs differ widely. This is due to several reasons. In the first place the larger the number of rigs used the greater the cost is apt to be. In the next place the distance covered by these rigs enters largely into the costs. Transportation costs need to be studied that greater uniformity may prevail. In other words, school boards and drivers of rigs have had no data to work on to show what transportation costs are in Wisconsin. Transportation cost has been based on standards of work such as are used in hauling of a different kind. All these things tend to raise transportation costs. Attention is directed to the large amount of state aid paid for work of this kind and to the fact that it depends very largely on the distance the children are transported. The table is offered in hope that it may lead to further investigation and to standards of the school transportation costs. It may be said that transportation has proved to be a success in Wisconsin and that the fears of people regarding the safety and comfort of children are generally unfounded. The children are brought to school ready and vigorous for the day's work.

Wet feet and attending colds are prevented. As a usual thing they are brought to the school punctually. Even in the cases where the per capita cost seems highest it can easily be seen that the cost is certainly no greater than it would be to provide schoolhouses for small schools and while transportation cost is slightly more the resulting advantages can not be measured.

NEEDED IMPROVEMENTS

Better trained teachers

On the other hand, the need of better training for the teacher continues. They should come to the work with better scholarship. The training courses for such teachers should be at least two years long for high school graduates who go into the elementary field and at least three years for those who teach in 9th and 10th grades. Classes should be organized in every normal school with these requirements in mind; a special class should be formed for state graded school principals; and the best material should be encouraged to enter the state graded school field. On the whole a stronger effort should be made to prepare these young people to meet the conditions they will find. The training of state-graded-school-teachers should include instruction in the proper use of maps, the globe, the blackboard, etc., and in managing a heating and ventilating system properly.

Adequate salaries

To encourage young people of good quality to take up the work, graded school salaries commensurate with the results that are desired should be offered. A liberal policy in this respect will bring ample returns. It is due to schools too that better living conditions be provided in many districts.

A wise expenditure of money for books and supplies

A more liberal policy toward increasing the school libraries should be followed generally. It would be wise for the board of state graded schools to expend a reasonable amount of money each year for books dealing with history, geography, biography, and travel, and to purchase maps, cyclopedias, etc., only on the advice of the county superintendent. A large amount of money every year is spent in purchasing from persuasive agents things that the school can do without and at the same time neglecting to supply most needed materials.

Vacations adjusted to local needs

Vacations should be better adjusted to local needs. There should be a better adjustment of the school term to conditions in the district. The school term should be flexible enough to meet conditions such as potato digging, extremely bad roads, epidemics, and so on. The board, as trustees of the educational interests of the district, should take the lead in showing that it is bad business to attempt to conduct the school, for instance, on a 50 per cent attendance.

There should be monthly meetings of the board with the principal present.

Policy as to final examinations

The final examinations for both first and second class state graded schools should be conducted under the direction of the county superintendent. These examinations should be based on the state graded school course of study. They should be given at the close of the term so as not to leave the children with nothing in particular to work for, for weeks before the close of the term. In some counties there is needed reform in this matter.

School as a center of community interests

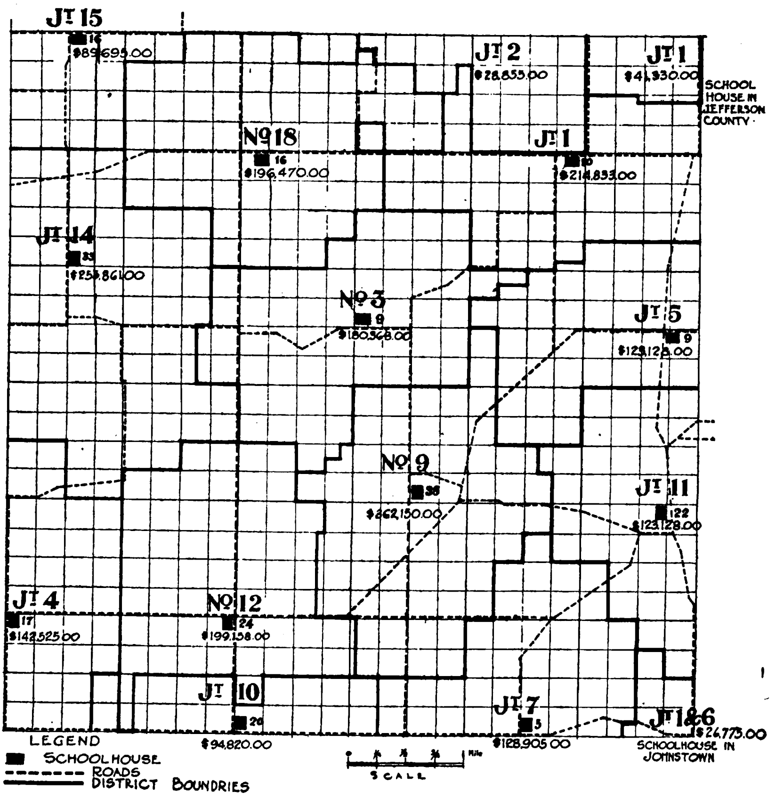
There is a great need for the encouragement of more community life with the school as its center. This is almost generally true, although parent-teachers' associations have been organized in a large number of places. Many of the state graded schools are located in communities of foreign born who would gladly embrace the opportunity of taking part in courses in reading, history, and community civics if such were offered. And, indeed, such courses would be highly profitable and desirable among our native born who need help in these respects. This work, Americanization, ought to have a place in many more of our graded school districts.

Physical side

There is a broad field of improvement open with respect to the development of the physical side of education. Much more should be done to secure organized recreation on the playground, and there should be an increase in simple playground equipment.

STRONG POINTS OF GRADED SCHOOLS

The state graded schools are strong in these respects. On the whole the spirit of these schools is excellent. The county superintendents are cooperative with the state department in the administration of their affairs. They are visited every year by a member of the state department. The requirements made of these schools are definite and well within possibility of accomplishment. The course of study they follow leaves plenty of opportunity for initiative on the part of the teachers.



MAP SHOWING DISTRICT WHERE CONSOLIDATION IS GREATLY NEEDED

CHAPTER IV

OUR ELEMENTARY SCHOOLS

I. THE STATUS OF THE SCHOOL

1. DEMOCRACY AND EDUCATION

Democracy depends upon education. "Education must be widespread, it must develop the power of self-direction, it must train leaders and it must enable the people to choose their leaders intelligently."

Varied types of schools needed in a democracy

The public school system of Wisconsin aims to provide through its varied types of schools—extending from the kindergarten to the university—the extent and kind of an education needful in a democracy. This educational plan aims to secure to all the children of all people the tools of team work, such as a common language and other knowledge that make living and working together possible; it aims to develop an intelligent understanding of the community's aims and ideals, and to give that training which will enable them to contribute effectively to the community's work.

Equal educational opportunity provided by the real school of the people

The elementary and high schools, vocational schools, and teacher training institutions, colleges and universities have each an important place and function, but the elementary school is the foundation upon which the superstructure rests. It helps to determine the character and quality of the more advanced work of the individual builder. It is safe to say that the elementary school is the *real* school of the people. Every large city, small town and village, point with pride to the elementary school which provides equal educational opportunity to the boys and girls of the community.

EQUAL EDUCATIONAL REQUIREMENTS

Compulsory school law increases attendance

If a democracy is to be safe and efficient every member must have a reasonable education. Wisconsin made provision for equal educational requirements by enacting a compulsory educational law in 1921, which compels all children between the ages of 7 and 14 and those between the ages of 14 and 16 not regularly and lawfully employed in some useful service at home or elsewhere to attend school for six school months in towns and villages, eight school months in cities except Milwaukee and a full school year in Milwaukee for each of the compulsory years. The length of the school year in cities and villages varies from nine to ten months. A study of the length of school year, indicates that 50 per cent of the cities in the recent biennium maintained a school year of only nine months, 30 per cent nine and one-half months, and 14 per cent ten months.

2. THE HOLDING POWER OF THE SCHOOL

The statement made by Dr. Graves, New York state commissioner of Education, to the effect that only 40 per cent of school children of this country complete the eighth grade of common schools bids us pause to study our own situation more critically. To miss even a single year of the elementary school course is to have an incomplete education, and to stop at the fourth and fifth year, as many do is to be without education worthy the name. A study of the enrollment of grades indicates that there is a large annual loss in the middle and upper grades, though perhaps not so great as appears upon the surface. Each year Wisconsin receives an immigrant population, largely young married people with growing families, whose little children help to swell the ranks of the early grades.

60% of Wisconsin school children complete the eighth grade

According to the statistics given in the biennial report for 1914-16 49 out of every 100 pupils finished the eighth grade. In 1918-20 a marked improvement was noted while in the present biennium, 60 out of every 100 pupils is a conservative estimate. The increase indicated an upward trend in the holding power of the elementary school in Wisconsin. We may attribute this, in part, to an awakened interest in education by parents; to the enforcement of the compulsory education law and to some changes gradually taking place in our school organization, which more adequately meet the needs of children.

II. FITTING THE SCHOOL TO THE CHILD

CHANGES IN SCHOOL ORGANIZATION
1. THE KINDERGARTEN

The kindergarten legally forms an integral part of the school system and is established in most of the larger cities. At the present time the total number of kindergartens in the state is about 380, with a total enrollment of 28,000 and 600 kindergartners. Wisconsin has approximately 135,000 children of kindergarten age. At least 60,000 of these are in rural communities. This leaves more than 50,000 children still unprovided for in many of the smaller towns and villages. The needs of these four and five year old children are not met because the schools do not provide for a full or part time kindergarten. With the present legal school age of 4 to 20 years large numbers of children four to six are placed in first grade classes to their detriment, since the kind of work needed for best all-round development is that which the kindergarten curriculum provides. In many instances the elementary school has been so crowded at the start with too many excessively young children for whom no provision has been made that their work has been greatly handicapped in the succeeding grades. In the recent biennium a vigorous educational campaign was conducted by superintendent, principal and teachers of the local community to form healthy public opinion regarding a proper interpretation of the present school law. The law does not indicate *what* shall be taught at any given period, but since, observation, experience and scientific investigation have determined that kindergarten and first grade children differ in age-grade ability, the school, therefore, should provide the right educational opportunity for each without infringement upon the rights of others.

The right start
The needs of four- and five-year-old children inadequately met

The advantages of a good start are indisputable. As a result of this campaign the number of underage children in the first grade has decreased.

Parents may petition school board

Other steps have also been taken to improve the situation of the four and five year old children. Twenty-five children of kindergarten age in a community justify a kindergarten for at least a half-day session. A law was passed in 1921 requiring school boards to establish kindergartens upon petition of the parents of twenty-five children between the ages four and six, and a number of kindergartens have since come into existence in response to public demand.

Change in present legal school age needed a crying need

A change in the present legal school age by constitutional amendment from "4 to 20" to "6 to 18" would greatly improve the results attained in the elementary school. Wisconsin is one of the two states still to maintain the early age entrance, all other states of the union finding that compulsory nonadmittance to first grade until the child has at least a six year mental maturity is advantageous to both kindergarten and first grade. The needs of four and five year old children are more freely met by the establishment of kindergartens under this regulation so it is the concensus of opinion that more kindergartens will be established in the towns and villages of the state as a result of the proposed change. This much needed improvement in our present school organization will insure to the children a healthy, wholesome start.

2. THE JUNIOR HIGH SCHOOL

The elementary school with its traditional eight grades has felt the wholesome influence of the kindergarten, its guiding principles of more freedom for children, and its fundamental idea of *significant* education or education based upon experience. This idea of suiting the materials and methods to the varying abilities of children has permeated the entire school system. It is known that as children grow, so do also differences in tastes and aptitudes grow. In various sections of the country, including Wisconsin, changes have appeared in the organization of the elementary schools coming in response to a better understanding of the social and intellectual needs of the early adolescent child who has been too often bored by the usual routine work of the upper grades. The various school activities offered no incentive to continued effort, resulting as noted previously, in a marked decrease in enrollment and attendance in the middle and upper grades. The need for improvement, therefore, in our school system appears at both ends of the scale, for older as well as younger children.

The elementary school of the future—kindergarten and first six grades

This apparent need has been met in the recent biennium by the introduction of the junior high school in several of the cities and towns of the state, while in other places a plan of departmental work has been adopted in seventh and eighth grades, and in still others we find the eighth grade assuming new dignity as a part of the high school, all of which tends to modify and at the same time centralize the work of the elementary school in the kindergarten and the first six grades. Without doubt this is to be the elementary school of the future, evidenced by the drift in larger cities. This change may come slowly through economic necessity in small towns and cities, yet even here, there is a decided breaking away from the organization of the traditional elementary school. Objectives are more clearly defined for each department in the organization. When once proper coordination of the proposed units of work in the elementary, junior and senior high school has been secured, a better service to all the children will be realized.

3. IMPROVING THE SCHOOL PLANT

At the present time much attention is given by superintendents and school boards to the physical needs of the junior and senior high schools. New up-to-date buildings, modern apparatus and equipment, work shops and gymnasiums, are provided for the junior high school student. This is most praiseworthy when we realize the renewed impetus thus given to many boys and girls in gaining an education. However, laudable it may be thus to stress the latest, and we believe, the sanest development in the school organization it is necessary to caution against undue neglect of the elementary school. There is need to keep before school officials the necessity of *its regeneration* both in a spiritual and material sense. As in large, rapidly growing families we find the younger members forced to wear the cast-off garments of the elders, so too often in our cities and towns do we find the grades housed in discarded high school buildings unfitted in many instances for the purpose of elementary education. These younger children even in greater measure are, also, entitled to space, light, air, warmth; healthful seating arrangements, hygenic conditions and the necessary equipment for an all-round development.

Younger children forced into old buildings

4. CHANGES IN CLASS ORGANIZATION

Just as there has arisen the need for changes in the organization of the entire school, so is there an increasing desire on the part of superintendents and teachers to more adequately meet the needs of children through desirable changes in class organization. The increasing use of standard attainment and intelligence tests has made teachers more alert in noting the variations among pupils of the same grade and school, and has helped them to realize that uniform instruction for an entire class or grade is unprofitable in most cases.

Recognition of individual differences improves class organization

This intra-grade variability is due to recognized individual differences. In every group are found the gifted, the average, and the slow, each deserving the opportunity to progress at his or her own best pace. Organization of classroom work in three sections or groups is the logical conclusion. The usual custom has been to divide into two groups of varying ability, but some schools are already operating on the three section plan, while in others small, self-organized groups are maintained as a further means of adjusting subject matter and methods to needs of children.

RETARDATION

Causes of retardation

In every school there are those who help to swell the ranks of the retarded group. To wisely apply remedial measures we must first seek the cause. The causes of retardation may be listed as follows: (a) early age first grade entrance, not yet corrected, (b) a vast number of children of foreign parentage who speak a foreign tongue in the home, (c) gifted or supernormal children for whom no special provision is made, (d) slow or border line cases to be found in every community, a small percentage of whom are specially provided for in special rooms.

5. UNDER AGE CHILDREN

Immaturity and irregularity of attendance impede progress

A large number of the four and five year old children entering school. the first grade, at the solicitation of parents against the advice of teachers help to swell the ranks of the average groups in the later grades, partly due to immaturity of mind in grasping content and partly due to irregularity of attendance, both of which necessitate repetition of grade work. What should also be considered is that pupils regular in attendance are retarded to some extent because of cause of additional time spent in giving returning pupils the work missed during their absence, unless special provision is made to meet the needs of these children. In order to insure their cooperation it is necessary to acquaint the patrons of the schools in the smaller towns and villages with the all too meagre results thus secured.

The bond of a common language a hope, not yet a reality

A large number of our children come from homes where only a foreign language is spoken by the parents, the children using English only when at school, and even there occasionally reverting to the foreign tongue. This foreign language habit persists in the communities which have not yet been assimilated; the Finnish, Danish, Norwegian, German, Italian, Czecho-Slovakia, Polish and others each lends its quota of difficulty to the problem of formation of good English habits in the school.

6. AMERICANIZATION

Americanization essential to success

Americanization of adults, particularly mothers, by means of the daily newspaper, by association and by contact with American life on all sides is essential in securing the assimilation of the large numbers of foreign born who have settled among us. Wisconsin schools have through their Americanization work and adult evening classes, definitely sought the support of the foreign born citizens to unite with them in perfecting the bond of a common language as a basis for securing team work in a democracy.

7. GIFTED CHILDREN

Better provision for gifted children shall be made

"It is a truism to say that the most retarded pupils are those who are naturally the brightest." The children of exceptional ability are often the most retarded because they frequently mark time or actually deteriorate under the instruction. No special provision has been made for the accelerated group in any Wisconsin city save by (1) giving them more work than ordinary pupils do in the same time; (2) by allowing the pupils to do a different type of work with no gain in time; (3) by encouraging special promotion or doing the same work in less time. How to meet the needs of the exceptionally gifted children deserves the thoughtful consideration of all educational leaders. In large cities special provision should be made for these accelerated groups by giving them larger educational opportunities under specially controlled conditions in special rooms set aside for this purpose; an enriched curriculum contest; guidance under teachers of high average intelligence, training and experience.

8. SUMMARY

Altogether the recent biennium shows an increasingly intelligent study of children's interests, aptitudes and outstanding needs. Teachers show increasing skill and consideration of individual and group needs combining a high level of accomplishment with a fine type of service. Individual differences are now being met in our schools in the following ways:

a. Smaller classes—an average of thirty-two to thirty-five pupils per teacher.
b. Careful grading and sectioning according to ability.
c. Two or more sections in a grade, each group working at its own best pace.
d. Material and method differentiated to meet the needs of the gifted, average and slow pupils.
e. The adaptation of remedial measures to individual needs.
f. Occasionally a part-time teacher assists with the specially retarded pupils when classes are unusually large.
g. The ungraded class.
h. The exceptional class.
i. The open air classes.
j. Schools for the deaf.
k. Elementary summer schools.

III. THE OUTLOOK OF THE CLASSROOM TEACHER

1. QUALIFICATIONS

Upward tendency in the standards of teaching qualifications

While the usual requirements for teaching service in the grades is graduation from a normal school, or other training school for teachers a study of the statistical Table 10, Educational Qualifications of Teachers in Elementary Schools, indicates that there still remains a variation in the preparation of teachers in service. It will be observed at a glance that a wide variation in the scale exists: A few teachers have no professional training, a few have college experience, some are graduates of county training schools, or high school training departments, while the majority are normal school graduates. The granting of special licenses by county and city superintendents having been revoked by the state superintendent undoubtedly will reduce the number of teachers with little or no preparation for the work, and tend to raise the standards of qualifications.

2. NORMAL SCHOOLS AND TEACHER-TRAINING

Teacher training specialization needed

More attention is given to preparation of teachers in Wisconsin than in most other states, and with the number of teacher training institutions, no teacher in city grades should be without adequate preparation for the work. Poor, or mediocre teaching more frequently occurs in the middle grades because there is a marked tendency at the present time to specialize in either the primary or the junior high school field, thereby leaving a shortage of teachers prepared to handle the professionalized subject matter in a manner attractive to the pre-adolescent child. The normal schools need, therefore, to emphasize this phase of elementary school training and guide young people who are temperamentally fitted for it to make adequate preparation.

Attendance at summer schools develops a professional esprit de corps

Each year, an increasingly large number of teachers attend summer session courses in normal schools or university. Summer work for teachers is important as it shows whether or not they are anxious to keep out of an educational rut and to advance themselves professionally all the time. School boards should be urged to consider special conditions of reward; as, a bonus, for required summer school study (once in three or five years) will have the desired effect in lengthening the time during which teachers fill local positions.

3. LENGTH OF SERVICE

The professional life of the average teacher in Wisconsin is estimated at 6.1 years; the length of service in a given locality is much less than this—often only one year, usually not more than two, while more than three is the exception, thus the average teaching life in any one community does not exceed two and one-half or three years.

Other things being equal, increased length of service increases teaching efficiency

A good teacher always does better service in a school the second year of teaching than the first and usually better in the succeeding years. Wisconsin should endeavor, therefore, to increase the effectiveness of this body of workers by increasing length of service. It is necessary, first of all, to determine the cause for these rolling stones in the teaching profession.

Changes can be attributed to various causes, some quite unpreventable, such as sickness, death, marriage; some preventable, as (1) low salary, (2) lack of social opportunity, (3) lack of opportunity for advancement (4) unfavorable living and working conditions, (5) heavy responsibility and (6) a critical public to please.

Many teachers leave the teaching profession early

In spite of the long period they have spent in training many teachers leave the teaching profession permanently within a few years after entering it. The average teacher no sooner becomes fairly efficient through experimentation in classrooms than she leaves the service by way of matrimonial adventure, or the lure of business ventures which promise by comparison a better social and financial future, thereby giving way to a new recruit from the normal school who again repeats the process. This is in part responsible for the present turnover, but there is still a more fundamental reason—the economic basis.

Adequate professional preparation does not guarantee commensurate economic return

The low salaries of teachers in pre-war times have disappeared, a fair adjustment being made in relation to living costs. Though salaries have increased in the biennium in no instance are they above the present economic level of living costs, nor do the present salary conditions give reassuring evidence of public concern for the teacher's preparation. Too often teachers with inferior training receive as much as those with excellent training and experience, a condition which does not serve as an incentive to increased efficiency. While agitation in regard to salaries has lessoned, partly due to their appreciation of present economic conditions, there are still many in the work who for one reason or another are not wholly satisfied with the emoluments of the profession, therefore the question of salary is still a factor in inducing change of position.

Class consciousness of teachers removed only by right social contacts

The lack of social opportunity which too often hedges a teacher about plays an important part in encouraging restlessness. New surroundings are sought quite as much to satisfy social desires as to serve as a stimulus to increased endeavor. Sometimes inability to adjust to associates, or petty quarrels in the community, or other uncontrolled conditions are affective qualities. Teachers are class conscious, in a large measure. They often find the responsibilities of their positions irksome, and particularly so, under the pressure of a too critical public. Closer cooperation and a better understanding and appreciation of the teacher's work by the community insures a commensurate return in both personal satisfaction and public service. This is fostered by the Parent Teachers' Associations which are becoming more common in Wisconsin.

However, the one factor which, above all others, induces frequency of change, is the lack of opportunity for advancement. In the elementary school there are few offerings save an occasional principalship in grade buildings, and since men are given first consideration for the most part, women have little opportunity even here. It is the exception that proves the rule. The rank and file of classroom teachers find no outlet for their ambitions, and when long periods of training and experience are not recognized in a material way, many do not persist in perfecting themselves in the art of teaching but choose another field of activity as a final goal.

Wisconsin women given little opportunity for advancement

Might it not be worth while for a committee of the State Teachers Association to study the executive and administrative positions held in this state by women as compared with the number and kinds of such positions held by women in two or three other selected states ranking high in education? In this connection it is interesting to quote Thorndike: "The choice of women over men has not been a matter of lowering standards of academic and professional training. The change from men to women in the country seems to have gone with general devotion to education and with universally accepted symptoms of educational advance. The cases of Massachusetts of 1840-80; of North Carolina during the past decade may be taken as samples. Of course it is not to be inferred that the choice of women rather than men as educational agents is a sure plan of educational advance but it does seen certain that choosing them is far from implying any cheapening or degrading of the office of the school."

Permanency of the classroom teacher is still an unsolved problem. Two economic factors are at work to reduce the number of rolling stones in the profession, as yet their influence only slightly felt, viz., increase in teachers' salaries, and the State Retirement Fund.

4. TEACHERS' SALARIES AND THE STATE RETIREMENT SYSTEM

The prevailing median annual salary for all elementary teachers in Wisconsin cities is $1,296. A comparison with the median salary of highschool teachers in the state indicates a difference in favor of the teachers of secondary schools, coupled with a greater degree of permanency than observed in the grades. Teachers' salary schedules must be constructed solely with the view of obtaining the best teachers for the public schools. From the standpoint of the public that pays the bills this is the only consideration that can govern. This consideration includes large investment of time, money, and energy by teachers in preparation for the profession. A schedule should, therefore, provide for the gradation of salaries based on preparation and successful teaching experience and should apply in the same manner for all grades of the school. The Milwaukee Teachers' Association is now working on a single salary schedule, which in essence means equal preparation, equal work, equal pay for both men and women. However, most Wisconsin teachers are working to hold what they have already gained.

Improvement in teachers' salary schedules in many Wisconsin cities

Of forty-five cities in the State reporting on salaries, twenty-eight have made general increase in salaries, eleven others are maintaining schedules without increases, three have lowered the salaries while the remaining three did not indicate whether salaries were higher or lower than those for the current year. Under the circumstances this is a fairly encouraging showing. The School Board Convention held in Madison during the spring showed sentiment in large majority of communities averse to cutting salaries.

State retirement system encourages teachers of experience to continue their services Capitalizes service

The enactment of law resulting in the State Retirement System does not materially affect the problem of short tenure of office, since the junior teacher in no way participates in the provision of the law, save indirectly, namely, it may lead her to a decision in continuing in the profession. However, it is said to directly affect the attitude of the senior teacher in that it *does* serve as a stimulus to those teachers over twenty-five years of age to continue their services, and to those who, having left the state, now find it an advantage to return for an extended service. In this way, the valuable ripened experience of mature persons is conserved to the state. Superintendents report that a number of highly paid teachers can now be retained since the lure of large salaries in other systems are offset by the returns to the individual from the State Retirement System.

THE INITIATIVE OF THE CLASSROOM TEACHER League of Classroom Teachers promotes personal and professional interests

The state organization, known as the League of Classroom Teachers of Wisconsin, was organized in November 1921 and merits a word of commendation since its object is to promote the interests of its members and the cause of education. It received its impetus from the Milwaukee Teachers Association and similar organizations in other states, and is affiliated with the Wisconsin Teachers' Association, Milwaukee Teachers' Association and the National Educational Association. The present year has been devoted almost exclusively to problems of organization and membership but the young organization hopes to be the leaven, as in other states, to raise the standard of classroom teachers socially, professionally and financially.

The study week, with Dr. Kilpatrick, Columbia University, as

The report of the Milwaukee Teachers' Association indicates that the recent biennium has been devoted to raising the standard of professional attainment among its membership commensurate with the recent salary increase. To this end the Educational Committee arranged a series of lectures on "New Ideals in Education" and classes in "The Project Method." The educational project attracting most attention, however, was the series of lectures given by Dr. Wm. H. Kilpatrick of Columbia University, New York City. The plan was organized, directed and financed by the Association, securing the cooperation of the school authorities in granting half-day sessions to the elementary schools, thereby providing a rare opportunity for all elementary teachers in the teaching service. It was unique in that this study week is the first service of the kind rendered to a corps of teachers upon the initiative of the teaching body. The Association has also been responsible in providing other opportunities for study including a plan of cooperation with the Extension Division of the University of Wisconsin.

deserves special mention lecturer,

Their proposed program for future progress includes among other recommendations a plan for a permanent clubhouse; committees to cooperate with civic and social welfare work; development of a code of professional ethics; further work of training teachers in service; and a single salary schedule.

IV. CHARACTERISTIC CLASSROOM RESULTS

1. THE IMPROVEMENT OF INSTRUCTION

The last biennium has been a period of progress in many of the elementary schools of the state. Formal methods of procedure still predominate in large numbers of classrooms, but here and there, an increasing number of schools are engaged in demonstrating modern progressive work. Thoughtful teachers have sought to provide opportunities for the enrichment and enlargement of the children's limited experience in the following ways:

Significant education through participation, the keynote

(a) Worth while problems and projects, calling for solution; work motivated by first hand contacts with persons, places and things; concrete applications made by children and rational activities both in school and out have characterized the work in a large number of classrooms.

(b) The understanding, appreciation and application of the project method of teaching has been the dominant note in some of the larger cities, due in large measure, to the whole-hearted, purposeful activity of the grade supervisors. These cities, engaged in experimental work, set the pace for others to follow. Real problems, real projects, real excursions, real letters and real people, and many other instances of related interest observed in many schools are evidences of growth in rationalizing the work of the school.

2. THE IMPROVEMENT OF TEACHING TECHNIQUE

The present teaching personnel has shown some gain in clear, professional thinking. Objectives are more clearly defined, teachers have an increased respect for and belief in the possibilities of self-determination in children and a clearer conception of *how they learn* on the one hand, and *how to teach* on the other. This is evidenced in the choice of material and method of education suited to the abilities of children and the improved standards of accomplishment. Briefly noted, some of the recent changes in classroom ideals and technique are:

Helping boys and girls to do better those things of worth upon which they should normally engage

(a) More opportunity for motor activity; work and play reasonably interchanged; classrooms becoming workrooms.

(b) Better attention given to working condition; beauty and comfort regarded essential to child welfare.

(c) Widened scope of instruction through the use of library reading and supplementing the text, excursion, field trips, etc., illustrative material pictures, curios, objects of interest, etc.

(d) Emphasis placed upon different types of class procedure; project teaching, socialized recitation, drill and appreciation lessons. focalized assignments and supervised study.

There has been some advance in the growth of professional spirit or attitude through a growing appreciation of the dignity and magnitude of the work of teaching. The inspiration received from the programs and personal intercourse at local, regional and state teachers' associations; encouragement given by members of the State Department; occasional visits to other school systems, have reacted favorably upon the individual teacher in establishing ideals of service.

3. THE USE OF TESTS AND MEASUREMENTS

Perhaps nothing has had a more marked influence in the improvement of teaching technique in Wisconsin than the progress made in measuring classroom results. The extensive use of standard tests in city and rural schools throughout the country is revealing to our teachers the many uses which tests serve: (a) Enabling them to establish standards of classroom achievement for all grades and ages in the several subjects tested. We now may have definite objective evidence of the results of our teaching. (b) Supervisors and teachers can compare these teaching results with other cities. (c) Can measure progress from grade to grade. (d) Determine how grades overlap one another. (e) Note the difference between individual needs in the same class. (f) Diagnose the needs of individual pupils to discover special ability or weakness.

Establishing standards of classroom achievement through use of standardized tests

Pupils and teachers are stimulated to new effort when they can see definitely what they are accomplishing in subjects that can be tested. The more scientific attitude toward the work of the school is gradually being appreciated by the community. The superintendent who uses standard tests in his school system can present school results in graphic form to his school board and community in a convincing manner and secure needed improvements. This spirit of scientific investigation and experiment is fostered by the State Department of Measurements. A detailed report of progress appears under the title of Educational Tests and Measurements in Wisconsin, by Dr. W. J. Osburn.

4. HEALTH PROVISIONS

Wisconsin makes provision for the physical needs of

The state through its State Board of Health and its schools makes provision for the physical needs of its children. The requirements of the Industrial Commission for safety, hygienic and sanitary conditions of school buildings are upon the whole faithfully observed. A few cities have provided open air rooms for their anaemic and tubercular children; other city and rural communities have made health surveys under the guidance of the city or county nurse; provided milk lunch for the undernourished children, warm lunches for those living at a distance; instituted medical and dental service, etc., while healthful indoor and outdoor activity has been encouraged by daily physical exercise in classroom and gymnasium, and with the playground apparatus now found in many schools. At least seventy per cent of Wisconsin's schools have made provision for outdoor play as a health measure.

its children through excellent work of State Board of Health and Industrial Commission, co-operating with the schools

The following table shows the provision for physical education and welfare which the state has made and how well the public school has accepted its responsibility:

HEALTH WORK IN CITY AND RURAL SCHOOLS OF WISCONSIN
1920-1922

		For Children in Cities	For Children in Counties
Medical inspection laws		3	3
Medical inspection practiced		15	3
Dental inspection by dentists		10	..
Dental clinics		4	..
Clinics for eye, ear, nose and throat defects		4	..
School	Milwauke	80	..
	Other cities	15	57
Industrial	Other cities	42	..
Nurses	Milwaukee	9	..
Open air classes		9	..
Warm lunches in school		25%	50%
Milk lunch		20%	..
Organized play		75%	50%
Rational physical education program:			
Director		25	4
Classroom teacher		60	50
Playground equipment		80%	60%

A study of the above table indicates a need for an increased number of school measures to intelligently direct the health activities of the cities, towns and villages. In forty-two (42) of the cities and smaller towns the industrial nurse renders a limited service indirectly to the schools through raising the health status of the family. The law requires that each county shall be provided with a county nurse. At the present time fifty-seven (57) counties have met the requirement, leaving one-fifth (1/5) of them without any such service. The county nurse renders valuable service in the small towns and villages as well as in the rural districts. Public health campaigns have been successfuly conducted through the cooperation of the nurses, teachers and pupils. Health posters, booklets, bulletins, health programs and contests have been the means used to acquaint the general public with the immediate health needs of the community. A glance at the table indicates that only a few of the larger cities employ a director of physical education. Gymnasiums are provided in a good many schools, large and small, and while the smaller schools can not afford a physical director for younger boys and girls, suitable physical exercises, some free play and directed games, can form a part of the daily program under the direction of the regular classroom teacher. Creditable

Indoor gymnasiums and outdoor play apparatus should be provided in every school community

results are already obtained in some schools under this plan though there is still evident need of better organization of play activities under the leadership of the principal or a competent member of the group. Wherever a gymnasium *is* installed it should serve the interests of both the elementary and the high school students. Upon the whole, health education has been vigorously pushed in the schools. The state board of health has rendered a valuable service to the schools. and community though much still remains to be accomplished. In 1922 the state under the direction of the public health board installed a health service wagon or traveling clinic, "The Child Welfare Special," with a doctor and nurse in charge who look after the welfare of children of pre-school age in rural communities including small towns under 2,000 population.

5. THE EXTRA CURRICULAR ACTIVITIES

The extra curricular activities engaged in by the schools of Wisconsin are many and varied, and in nearly all cases function in very real ways—in the life of the community. It is impossible to more than mention a few of the ones most commonly known.

The extra curricular activities yield rich returns

1. Parent-Teachers Association: Each elementary school in large cities has its parent-teachers association or patrons' club, while the smaller towns and villages recognize the organization as a valuable asset in lending both moral and material support to the school administration. According to reports in the state department a fairly high per cent of the schools have active associations. In the year 1921-1922 parent-teachers associations of Wisconsin earned $30,000, which has been turned to good account in school improvement. One parent-teachers association has contributed large amounts to the school fund for the erection of a junior high school.

2. Boys and Girls Scouts: Scout organizations, and other club activities under the direction of the school or indirectly contributing to it, are rendering invaluable service in developing right social and civic habits and ideals among the young people of the community.

3. Fairs and Exhibits: Local school fairs, exhibits at county and state fairs have increased the interest felt by pupils in home economics, manual arts, and agriculture. There has been a decided improvement in standards of accomplishment and the exhibits, often in the nature of demonstration, completed projects and other objective results are evidences of the progress made in the work.

4. Young Peoples' Reading Circle Work: Undoubtedly the most far reaching agency employed in the schools for increasing one's knowledge and enlarging the scope of one's enjoyment is the Young Peoples' Reading Circle work which is extensively done in all classes of schools. The pupils in Wisconsin schools enjoy a high privilege and there are comparatively few who do not take advantage of the rich offerings of the school and public libraries. For a more complete account of this excellent school service refer to the chapter on library work. A vast amount of general information and an increasing understanding of the school subjects resulting are beyond estimation.

V. IMPROVEMENT OF TEACHERS IN SERVICE

SUPERVISION Supervision renders service to children in setting acceptable standards of accomplishment; to teachers in increasing their efficiency

A modern school system is a very complex organization. The public schools imply equal educational opportunity to all children which means the giving of equivalent instructional opportunity in all classrooms. Some one must be responsible for seeing that the instruction in each and every classroom meets an acceptable standard of excellence. *Making sure of this school service is supervision.*

Teachers are not all of equal ability nor do they have equivalent preparation for their work. Some one must be responsible for organizing opportunities for teachers to learn, to grow, and for seeing to it that they *do* learn and *do* grow. The chief agency for increasing their efficiency is supervision.

In Wisconsin cities this agency varies with the type of organization in the school.

1. Superintendent whose duties are both administrative and supervisory.
2. Supervising principal who is principal of high school and grades, whose duties are administrative and supervisory and in addition frequently acting as instructor in one or more school subjects.
3. Supervising principal of grade buildings who devotes the whole or part time to grade supervision.
4. Grade supervisor or assistant superintendent.
5. Supervisor of special subjects.

Variation in types of supervision, in the service rendered, and in the integral unit of supervision

One or two cities have all of these supervising officers; each of eighty-six (86) cities operate under the direction of a superintendent who devotes from three-fourths to one-tenth of his time to supervision, according to the number of teachers in the school system, and the number of supervisory helpers he has, while in the remaining three hundred and twenty-six towns and villages the principal is responsible for both the secondary school and the elementary grades. In sixty-seven cities some form of assistance is given to the superintendent: in nine cities, assistant superintendents; in twenty-one cities, grade supervisors giving full or part time service, while in some cities in the state, supervising principals divide their time between administration and supervision or part time teaching and a little supervision. The above shows that there is great variation in the amount of time, skill and energy devoted by these various agencies to the improvement of teachers in service. There is also even greater variation in the number of teachers in the initial unit of supervision. In the larger cities a supervising principal may have a corps of teachers numbering from fifteen to forty, perhaps, in two separate buildings; in the smaller cities the supervising principal has often times a smaller corps with his interest divided between high school and grades.

The amount of time modified by variable factors

We are well aware that the amount of time spent in elementary grade supervision by superintendent or principal is modified by a number of variable factors, among them the following: the number of teachers in the teaching corps; the school organization; the number of assistants to whom supervision may be delegated; the interest in grade activities, etc. In response to a questionnaire the superintendents and principals are agreed that intensive supervision, increased standards of qualifications and directed professional study are the chief agencies for securing the improvement of teachers in service.

The supervising principal of high school and grades devotes less time to supervision than superintendents of schools in larger cities, while principal and superintendent in similar situations show little difference in time spent

This questionnaire showed that an increase in the number of teachers in the teaching corps does not materially affect the increase in time spent in supervision by the superintendent or principal, though in the larger cities of the state increased supervisory service is secured through the additional number of supervisory assistants. The principal of the high school and grades gives, in a few instances, approximately as much time to supervision as the superintendent of the same number of teachers in the teaching corps, but in most schools the median time is much less, and in some situations almost none at all. A greater number of opportunities for professional advancement are offered in the larger school systems than in the smaller ones though often there is better opportunity for exercise of teacher initiative in the latter than in the former.

Educational growth stimulated through teachers' meetings, etc., neglected

There is great variability in the number and kinds of teachers' meetings, comparatively little being done with demonstration teaching, curriculum studies, or professional study clubs, though this last is strengthened by the Teachers' State Reading Circle Work. The number of Parent-Teachers' Associations have increased in the recent biennium and indicates an awakened educational interest in both urban and rural communities. Any one, or all of the above activities are stimulated and directed by supervisory agencies; in the smaller schools, limited to one person, in the larger schools, to more than one. Comparing the amount of supervision as determined by the amount of time spent, other things being equal, one finds that the school system having some form of delegated supervision supplementing the time spent by the superintendent in raising standards of accomplishment, makes a better return in educational service to the public which pays the bills.

THE SUPERINTENDENT

Delegated supervision in larger cities aims to render service equal to time and money cost

In the larger cities the superintendent devotes more than half of his time to administrative affairs and delegates to others in the system the specific problem of improving classroom instruction. One city superintendent has successfully executed a plan, as a temporary expedient in the interim until an assistant superintendent may be appointed, whereby supervising principals have worked out definite problems in supervision under his direction, thus securing improvement in both supervisory and teaching skill at one and the same time. Strong, capable, wide-awake, professionally minded men and women in these positions are an asset to a school system, but it may also become a weak link in the chain through inertia and a satisfied complacency. It is the problem of the superintendent of schools to see that supervising principals return to the school system educational service equal to time and money cost. It is, also, often unwise to reduce the budget through elimination of the elementary grade supervisor, as it has been found that she is indispensable in coordinating and directing the work of lower primary education and stimulating professional attitude among young teachers. Good supervision is worth all that it costs, and a large number of Wisconsin cities are not availing themselves of this means to secure desired results. In no other business save in the business of education is one so apt to look askance at costs and to question the necessity or occasion of expenditure. In industry and in trade, the number of workers under one supervisor, director, foreman, overseer, does not often exceed a dozen, while in the business of education, the number of teachers assigned to a single supervisor varies anywhere from ten to two hundred and forty. The administration and supervision of larger city systems is determined largely by the liberality of the school budget, and the breadth of vision of the school superintendent and his board.

The business of education demands more expert supervision, comparable with that in industry

THE SMALL SUPERINTENDENCY OR SUPERVISING PRINCIPALSHIP

The problem of supervision difficult for the head of the small school

The average school budget does not include the grade supervisor

Effective organization for school improvement varies with the local condition encountered, but at a glance we can see that the problem is undoubtedly one of real concern for the small superintendency or principalship, most common in Wisconsin. It is one which should receive our attention. In the smaller cities and villages the superintendent or principal of high school and grades finds the problem of supervision so difficult that after vain attempts to reconcile the real with the ideal, he abandons constructive supervision and becomes satisfied, in part, with superficial performance. One solution for the superintendent or principal whose major interests are in the high school and whose training and previous experience, are, therefore, almost exclusively limited to this field, is the appointment of a grade supervisor, but in many school systems the cost of supervision, including the superintendent's salary, rises beyond the bounds of the average school budget. Elementary grade supervision is, under such conditions, sporadic. Here and there, an occasional small school system has secured the services of a grade supervisor who devotes all or part time to raising the standards of accomplishment in the grades. Usually this appointment is made from one of the local teaching corps and too often the person chosen lacks special training or vision for the work. The only other available source of help is the county supervising teacher whose chief service is to the rural schools, and who can, therefore, only make occasional visits to city grades though mutual gain may result from such contacts. Cooperation of all the educational forces of a county is highly desirable.

Some assistance rendered by the supervising teacher of the county

County unit plan a basis for some

We are aware, however, that marked improvement in the rural schools has resulted from the work of the supervising teacher under the direction of the superintendent, just as in the larger cities, and improved attainment level has been secured to the majority through more intensive supervision. The solution, therefore, for raising the standard of teaching efficiency and increasing classroom results in the small schools in Wisconsin may also be found in some form of delegated supervision whereby the principal who is responsible to the community for measurable educational returns may be given such as-

form of delegated grade supervision in small schools

sistance as will increase his efficiency both as an administrator and supervisor. The adoption of a County Unit Plan in Wisconsin counties would make the operation of a cooperative plan of grade supervision both possible and practicable in advancing the cause of the small schools of Wisconsin.

A local unit composed of contiguous towns share the time and money cost of a grade supervisor

Since the small city or town with its small corps of teachers is too small a unit, economically considered, to initiate a local grade supervisor some plan of organization including more than one city or village in the local unit is proposed. A cooperative plan of grade supervision for the smaller towns and cities in a county possesses merit. It provides the same opportunity for teachers and children in village grades as in city schools, at less cost to the individual community and enables them to secure a person of fine scholarship, qualification and experience at a commensurate salary for the high type of service rendered. The excellent system of roads and automobile transportation rapidly developing in the state make this a feasible plan. It remains for the respective local units to cooperate under the leadership of the county superintendent, or in other ways, to make such a plan not only feasible but practical. It is obvious, however, that for the present, and for some time to come, the responsibility rests with the superintendent or principal who is able according to statistical study to spend approximately only one-fifth of his time in grade supervision.

THE PRINCIPAL'S SUPERVISORY PROBLEM

How can the superintendents or principals of smaller schools gain time for supervision of grades? How can they become skilled in the art of supervision?

The need for improvement in supervisory skill recognized

School is a business requiring that same practical attention to detail, that same precision in tabulating results, that same development of morale, as in other kinds of business. Evidences of this business-like school organization are found in a number of the smaller as well as larger schools. Some principals in schools of not over ten grade teachers have found it possible to use one-fifth of their time, to devote one-half hour a week to each teacher, observing classroom teaching and giving constructive suggestions for improvement. The adjustment of the time element is not so difficult when once there is *will to do;* the chief difficulty lies in the problem of *what to do* that will be effective. A superintendent or principal, unfitted for this specific work, as too many in Wisconsin are, should strive for improvement in his supervisory skill, just as he is now working to secure the improvement of teaching skill among his corps of teachers.

At least three phases of supervision can be emphasized by many of the principals even in the small schools:

1. Observation of classroom teaching followed by helpful suggestions to teachers.

Growth in supervisory skill teaching tech-

2. Meetings of various kinds at which time demonstration teaching, self-organized group work on the part of teachers be emphasized, as teacher participation is essential to growth.

3. Stimulating teachers to renew professional interest through

nique secured through discussion of classroom work, meetings and professional reading

some definite professional study, such as the books recommended Teachers' State Reading Circle, or by directing an investigation of some phase of the course of study, thereby encouraging investigation and experimental work.

Summer school attendance increasingly beneficial

Also, a large number of the superintendents and principals of the State are in attendance each summer at the University of Wisconsin, University of Chicago, or elsewhere, for the purpose of increasing skill in supervision through such courses as Elementary Supervision, Educational Measurements, School Administration. The Extension Division of the University renders the same service to those who are unable to avail themselves of the opportunity for summer study. Many other supervisory helps are now available in recent books and current magazines.

Annual conference of principals recommended

Other aids are the local, regional and State meetings, at which conferences devoted to discussions upon specific supervisory problems are held. Each year the city superintendents of the State meet in annual conference at Madison at the call of the State Superintendent. This same opportunity should be granted to principals, and, governed by the same regulations, would assure to the schools a higher type of service. The technique of supervision as applied to smaller systems needs to be developed through stimulation of those who are responsible for development of leadership, initiative and cooperation of the teaching group.

THE NORMAL SCHOOLS ALSO RESPONSIBLE FOR TEACHERS IN SERVIC

The Normal School should look upon the public schools as its real classroom and laboratory and should keep in touch with its graduates by some legitimate system of follow-up work, for at least one year, and should also study local conditions as concrete professional problems offered for solution. Some form of field work should be organized to operate in the vicinity of each of the State Normal Schools. Provision should be made for the cooperation of the State Normal Schools and the State Department in supervisory activities.

State Normal Schools should engage in supervisory activities co-operating with State Department of Public Instruction, or field work related to beginning teachers

The State Department purposes to render a real service to all types of schools, to all teachers and supervisory and administrative officers in the schools. In the recent biennium the state supervisors of elementary schools have made 495 visits to schools, meeting superintendents, supervisors and teachers, as well as school boards, in individual and group conferences. A fine spirit of cooperation, of loyalty to the best interests of children exists, which leads one to hope that the present outstanding need of city grades in smaller cities will be met by uniting several towns and villages under a district elementary school supervisor. Cooperation with the State Department of Public Instruction, with the Normal Schools and other training institutions, with the county superintendent and his supervising teachers, with other towns in the county, for supervisory purposes will lead to the successful coordination of all the educational activities of the county. The right kind of teamwork is essential to success.

VI. RECOMMENDATIONS FOR FUTURE PROGRESS

While we can show cause for congratulation in improvement made in relation to increased attendance; to a reduction in overageness; to an increased number of graduates from our eighth grade; enlarged interests in health provision; in raising the standard of qualifications for teachers; in improving teaching technique, these are met only in part by the majority, and Wisconsin's elementary schools still suffer some serious handicaps. Some of the foremost measures necessary to bring about needed improvements are the following:

1. Provision for meeting the needs of four and five year-old children either by the establishment of kindergartens, or compulsory nonattendance to first grade until the child has, at least, a six-year mental age maturity.
2. Provision for differentiated instruction for average, dull, and gifted children.
3. Provision for teacher training which will enable them to successfully administer a vitalized curriculum involving project teaching.
4. A salary adjustment between elementary and high school teaching service which insures the same salary for the same amount of training in either grades or high school.
5. Provision for salary bonus based upon continued training and service, summer school attendance, extended travel, and so forth.
6. Provision for the cooperation of the State Normal Schools and State Department in supervisory activities.
7. Emphasis upon the importance of skillful supervision by the local superintendent, principal, or other supervisory agencies.
8. Building programs to keep pace with growth of population and extended school needs.
9. Provision for a grade supervisor for a group of small village schools.
10. An annual conference of principals called by the state superintendent.

CHAPTER V

TRAINING TEACHERS FOR RURAL SCHOOLS

1. ENROLLMENT

The preparation of teachers for the country schools of Wisconsin, has not been at a standstill during the biennium, for which this report is written. Progress has been made in several directions. A few lines along which there have been notable gains are discussed briefly in Part One of this section.

PART ONE

Progress Made in Training Institutions in General

More young people are preparing themselves to teach in the country. This can be best shown by the following diagram:

	Sept. 1920	Sept. 1921	Total Increase	Per Cent Increase
Total Enrollment County Training Schools	1,335	1,730	395	30%
Total Enrollment 29 H. S. Training Departments	742	871	129	17%
Total Enrollment State Normal Rural Courses	311	532	221	71%

2. BETTER QUALIFICATIONS SHOWN

The qualifications of the young people seeking preparation have risen.

Enrollment—H. S. Graduates in County Training Schools	372	650	278	72%
Enrollment—H. S. Graduates in H. S. Training Departments	27	80	53	196%
Enrollment—H. S. Graduates in State Normal Rural Courses	No figu	res ava	ilable	----------

By comparing these tables it will be seen that the high school graduates enrolled in county training schools formed about 28% of the enrollment in September 1920, about 38% in 1921.

High school graduates enrolled

The qualifications have arisen also by the progressive elimination of students with lower academic qualifications. While this decrease is slighter than could be desired it is important as the initial step necessary if the legislation which goes into effect in 1927, providing that after July 1, of that year, only those with four years academic training beyond the eighth grade, supplemented by one year of professional training can obtain certificates in this state, is to find us prepared.

Eighth grade graduates preparing for teaching

The number of eighth grade graduates enrolled in county training schools for the purpose of abridging their academic preparation to the two years required by law before taking the one year professional work is thus shown:

	In First Year of Work		In Second Year of Work	
	Sept., 1920	Sept., 1921	Sept., 1920	Sept., 1921
Eighth Grade Graduates Enrolled in County Training Schools	259	306	256	272
Total Training School Enrollment	1,835	1,730	1,335	1,730
Per Cent of Total Enrollment	19	18	19	15
Increase in Numbers	----------	47	----------	16
Decrease in Per Cent of Total Enrollment	----------	1	----------	4

3. HIGH SCHOOL GRADUATION AS A PRE-COUNTRY SCHOOL TEACHER TRAINING REQUIREMENT

The sentiment of all county training principals and teachers has become far more optimistic in regard to the requirement of high school graduation as a preparation for country teacher training. Until quite recently in Wisconsin there has been much doubt expressed as to whether or not young people could be induced to spend five years in school beyond the eighth grade before becoming teachers. Such doubts found expression in questions like the following: Would it pay them financially if they did? Would they be as good country teachers as if they went directly from the eighth grade to spend three years in a school whose whole atmosphere was permeated with interest in country schools? Would they be content to teach two or three or four years in country schools and then marry farmers?

Country teaching is attracting high school graduates

The state of doubt is giving way to a conviction that country teaching is attractive enough to induce young people to spend time in extended preparation for it. As an illustration of this changed point of view a few facts may be cited: During 1921-22 ten schools enrolled none in the ninth grade; eleven enrolled none in the tenth grade; three had none besides high school graduates. The combined attendance in the schools enrolling only high school graduates in September 1921 was eighty-six; the courageous school that started on this basis with only ten enrolled in 1920 had thirty-three enrolled in 1921.

War conditions and other hindrances as checks

The dynamic effect of the conviction that enough high school graduates can be induced to take a year of professional training has the next biennium as its chief debtor. The tradition strengthened by the war and post-war shortage—that poverty of the farming population in some counties; lack of adjacent high schools in sufficient numbers in other counties; immaturity of high-school teachers as compared with the maturity of county training-school teachers in several counties made it necessary for training schools to admit eighth grade graduates—has not given way easily.

So enthusiastic were some of the leaders in regard to preparing eighth grade graduates in three years' time for teaching that it seemed as if they held that the genius of the state was concerned in establishing for the nation the fact that three years of preparation for occupational life, could begin wisely at fifteen, the age when many students have enrolled in county training schools, and result in turning out well prepared teachers in three years' time. The present belief that the state owes it to every child to establish a high school near enough to his home so that he may secure his secondary education in the same school with students looking forward to all kinds of vocational futures has been of slow growth. It is no longer held by thinking people that prospective teachers should definitely choose to become teachers at the end of the eighth grade and from that time on become acquainted only with a teacher's point of view. Instead there is general agreement that the four years of secondary education which precede the year of vocational preparation should be provided in schools which enroll future workers of all kinds.

4. CORDIAL APPRECIATION OF RURAL TRAINING INSTITUTIONS

Rural teacher-training schools have been greatly encouraged because of the cordial appreciation expressed regarding their work. Again, this is true of the county training schools to a greater extent than it is of the high schools or state normal schools. Perhaps no schools for the preparation of any class of workers have had more publicity given them than have the county training schools of this state. This publicity has not always been expressed in terms of praise.

Opinions of educational experts without the state

Visitors to these schools have not always agreed as to the wisdom displayed in establishing separate schools on a secondary level (or on any level), for the preparation of country teachers. Educational experts from other states, who know the county training schools of Wisconsin through correspondence with their principals, through examination of their catalogs and through an occasional visit of a day or less, have frequently not been very favorably impressed with these schools. Such visitors, through the medium of college classes in education, through public addresses and other publicity mediums, have indicated that they prefer high school training classes as a temporary expedient for the training of country teachers, because of the lessened expense incurred by these institutions, and because their organization is not so likely to delay the day when the training class can be taken out of the high school and country teachers be prepared in the rural departments of state normal schools. Our visitors from other states will have it that the preparation of rural teachers should eventually be provided for in the schools to which are assigned the preparation of all other kinds of elementary teachers—the State Normal Schools.

County training schools

Wisconsin people, however, who have had a better opportunity than have any of their critics from other states to know county training

well thought of in Wisconsin

schools best, believe that their testimony deserves greater consideration than it has frequently been given. If it is admitted, that judging by the progress so far made in the United States as a whole, there is not much hope that country teachers in large numbers will be willing to spend for some years to come more than a year after high school graduation in preparation for their work, only one conclusion seems fitting: The wisdom of providing adequately for this year with a long term of service in view on the part of the schools providing the preparation, is seen. The county training school is certainly a competitor for first honors whose claims have not yet been set aside. On the contrary, there is no doubt of the fact that the county training schools have grown and are growing in public estimation as to the worth of their contribution in the field of rural teacher preparation.

Dr. Carter Alexander quoted

In the last biennial report the article headed "Training Teachers for the Rural Schools," written by the Assistant State Superintendent, Carter Alexander, to whom had been delegated the supervision of these schools for the biennium 1918-20, contains this sentence: "The county training school at its best is the most efficient instrument with which he (the writer) is acquainted for training teachers for one-teacher schools, who will go out into these schools and work there." This carefully worded sentence is the judgment of the only person outside of Wisconsin teachers who has ever made a careful first-hand study of these schools. His opinion, supported as it is by the testimony of county superintendents, supervising teachers and state supervisors generally, is entitled to weight.

Garbled quotation sometimes given

It is regretted that this happily worded sentence has been quoted at times by training school principals in public addresses, in catalogs and in publications of different kinds without the phrase "at its best." The effect of this well deserved praise by Dr. Carter Alexander, even in the garbled form in which it has occasionally done service, has been, generally speaking, wholesome. Perhaps this is due to the fact that those quoting it knew that county training-school teachers were constantly being challenged as were few other teachers "to deliver the goods." Thus, the approval has lulled no one to inertia; it has challenged many to deserve it.

5. HELP GIVEN SCHOOLS PREPARING COUNTRY TEACHERS

The county training schools have never been without considerable attention and help from members of the state department. Whatever the limitations of time and strength have made necessary in the way of omission in visiting schools, the county training schools have received attention. Perhaps one of the causes is due to the fact that for several years before they became members of the state department, four of the state supervisors were connected with county training schools as members of their faculties, so they brought to their work in the state department a keen realization of the needs and value of county training schools; a keen realization that high school training departments were an equally important source of teacher supply in several counties made them receive commensurate

Department aid

attention. Various plans have been in operation and much has been done for several years through observing classes, holding individual conferences, correspondence in regard to needed changes in buildings, organization and instruction.

Additional supervision 1921-22

However, during the school year 1921-22, the schools training country teachers received more help from the state department than had been given them during any one year since state supervision became effective in this state. The assistant state superintendent spent considerable time visiting them. Besides this aid two women supervisors who had formerly spent their time in the grades of the cities formed with the writer the supervisory force having charge of teacher training institutions.

State districted for rural supervision

During 1921-22, then, three women state supervisors, especially fitted by experience and preparation, to improve both the preparation and supervision of country teachers, have had the state apportioned among them, each having had assigned to her one-third of the counties; each has thus had twenty-three or twenty-four counties, in a third of the state made up of counties so selected as to compose a compact unit. In her third each of the three state supervisors visited both the schools engaged in the training of country teachers and the country teachers prepared in these schools. By spending at least a day visiting country schools in each county with the supervising teacher (at least two days in the counties where there are two supervising teachers), three or more (six if two days were spent) country schools in each county were visited.

Supervising teachers a factor in strengthening work

As supervising teachers have been devoting their best efforts to helping country teachers, many of whom are recent graduates of teacher training schools, it is they who know best of all to what extent schools preparing country teachers are meeting their obligations, or are failing to come up to the expectations of their patrons. Conferences between the assistant state superintendent, state supervisors, county superintendents and supervising teachers regarding this preparation, have been fruitful in ratifying or modifying the impressions received by the state supervisors during the time spent by them in country schools.

Value of intensive supervision

Thus each school preparing country teachers and its output have been carefully studied by several people. As a result, the conferences held at the time of the visit and the report sent back to the school from the state department have been of greater value than they could be formerly when this intensive state supervision was not in force. Not the least important result is the steadily growing sense of responsibility felt by county superintendents, training teachers and supervising teachers for unity of action.

6. IMPROVEMENT SHOWN IN ALL RURAL TEACHER TRAINING INSTITUTIONS

This is especially true of the county training schools. Their improvement in this respect is due partly to the yearly conferences of county training school principals, who have established a strong esprit de corps through these yearly conferences. It is due in part to the many sectional meetings of training school faculties held at different places in the state.

Training in service an important factor

The work in training institutions of all kinds owes considerable of its improvement to the fact that a number of successful supervising teachers and county superintendents have become training teachers. Moreover the influence of supervising teachers in their own field has been considerable.

Sectional meetings

During each of the two years of this biennium, two sectional meetings of supervising teachers have been held each year in nine different places in the state. Though called by supervising teachers, the conferences have been attended quite generally by state supervisors and by training teachers who have frequently taken an active part in the program. Thus the need of active cooperation has been keenly realized and through this cooperation of the assistant state superintendent, state supervisors, county superintendents and supervising teachers with training institutions and departments better work has been done.

Better standardized courses

Not only are training schools doing better work but their courses are becoming better standardized. The high school training department courses have long been uniform. County training courses have varied to a considerable extent until recently. The standard course for the year of professional training given high school graduates in county training schools was established in 1920. It has become generally accepted. With minor changes it has also been used as the senior year work of the three year course given students who come directly to the county training school from the eighth grade. Until very recently the academic work offered county training school students, coming from the eighth or ninth grade, has differed greatly in different schools. In January 1922, a committee of county training school principals submitted a course of study which duplicates the first two years of high school work, with only such modifications as are necessitated by the certification law. This course will soon become general.

7. IMPROVED PHYSICAL CONDITIONS

Of the thirty-one county training schools, ten are housed in buildings splendidly adapted to their purpose, well equipped in every way; seven are in buildings better than fairly well adapted; and seven are in buildings only fairly well adapted; unfortunately seven are still housed in buildings or quarters not even fairly well adapted for their purpose.

Building conditions—county training schools

Two county training schools, those at Wautoma, and Monroe, long unsatisfactorily housed, began work in 1921 in fine, new modern buildings. In two other counties—Manitowoc and Price—the biennium closes with new buildings under construction.

At present there are only twelve county training schools without model departments. All of these twelve are earnestly looking forward to taking such steps in the near future as will result in the establishment of model departments. Monroe and Wautoma expect to establish model departments in time to begin work in them at the beginning of the school year 1922-23.

High school training department housing

Of the twenty-nine high school training departments only five have rooms meeting fully high standards of light, ventilation, size and seating; seven meet such standards more than fairly well; ten meet them only fairly well; seven do not reach even a fair standard in regard to these matters. Not one high school training department has adequate practice facilities as compared with those provided by several county training schools. Small rooms especially designed for use in practice are wanting in high school training department cities, although such rooms would add greatly to the efficiency of the training departments.

Rural department quarters in state normal schools

Unfortunately the nine state normal schools, judging by the quarters assigned to the rural departments, do not realize the effect of commodious, attractive, well situated rooms on the decision of students to elect such courses.

PART TWO

A Questionnaire and Why it was Formulated

A QUESTIONNAIRE PROGRESS CONDITIONED UPON PRESENT STATUS

In order that this section of the biennial report may prove not only a reminder of the progress already made, but an urge to greater progress, the writer decided to continue this discussion by supplementary knowledge gained from the assistant state superintendent and from all the state supervisors who have had most to do with training institutions; and by the direct testimony of those most vitally connected with the training of country teachers. In furtherance of this aim a questionnaire was sent out by the state superintendent in the spring of 1922, to every county training school principal, high school training department teacher and every normal school in the state.

What the Questionnaire Brought Forth

1. LITERARY SOCIETIES

In county training schools

A literary society provides so good an opportunity for students to find themselves that it is considered an invaluable adjunct to the regular class work. All county training schools have literary societies; nineteen meet once every two weeks; seven meet once a week; five meet once a month. With very few exceptions all mention the study of parliamentary law as occupying a place on the program; next popular seems to be a discussion of current events. Two schools have two societies—thus there is some competition aroused. As sixteen schools, or over half of them, enroll over fifty students, it would seem that many more might profitably organize at least two such societies. Music is mentioned in about one third of the replies; over half mention debates.

In high school training departments

The high school training department societies do not differ to any appreciable extent from the county training schools. Eleven out of twenty-eight meet once in two weeks; one meets once a week; four meet once a month. A few training departments have no literary society organized exclusively for their department. They consider that the needs of students are met in the regular high school literary societies. As only four mention parliamentary law the question arises as to whether or not the fact that women have become voters has as yet had the significance attached to it, that it deserves.

In rural departments of normal schools

In the state normal schools four meet once in two weeks; one once a week; one once a month; three do not reply to this question. One reply indicates a source of happiness which would appeal to many more than the students enrolled in the class concerning which the director writes, "The members of the society gather at my home once a month for refreshments."

2. PRACTICE CLASSES

To fit young teachers for country schools as they are today does not necessitate asking them to teach a large group of pupils. The immaturity of the student teachers and the conditions under which they must work in model departments or city grades argue against large classes. The replies indicate that far more county training schools ask students to teach classes enrolling four to eight pupils than classes of other sizes. Certainly a school assigning twenty, as one does, is putting too great a burden on young shoulders. In the high school training departments typical practice classes enroll six, seven or eight pupils although one has as high as fifteen in an average class. The state normal schools assign larger classes. Four answer this question as assigning ten, ten to twenty, or ten to fifteen pupils to a practice teacher.

To the question regarding whether the number of subjects taught by each practice teacher equals four, twenty-four county training schools answer yes; two answer no. Seventeen high school training departments reply yes; seven reply that some practice teachers do, others do not; one did not reply; one wrote no.

3. RURAL PRACTICE AND OTHER RURAL CONTACTS

The theory of what should be done in country schools should emerge out of actual practice in them. For this reason all training schools have been urged for some years to give at least a week of rural practice. In 1916 only two training schools found it possible to arrange such practice. That there has been a great advance made the following statistics show: During 1921-22 all county training schools gave at least a week; five report two weeks; with one exception, all high school training departments gave a week; one high school offered two weeks. Six of the state normals gave a week; one gave none; one did not reply to this question; a ninth state normal gave only rural practice but gave eight weeks of it.

Assignments for rural practice

An excellent organization used in one high school is this: Before students are assigned to the different schools in which they are to engage in rural practice a conference is held between the supervisor of practice and the county superintendent and supervising teacher. The country schools into which student teachers go are selected entirely on the merits of the teaching done in them.

Work assigned to be studied in rural visitation

Before the students leave the training school each student is given one problem which she is to study carefully for herself and for each of her classmates. Typical problems which may be thus assigned are: 1. The work of the first grade children in reading. 2. What the eighth grade pupils have done in civics. 3. The equipment of the country school taking into consideration ten important items, selected after class consideration. 4. The living conditions of the country teacher. 5. Comparison of the country school in which the student is doing rural practice with a first class rural school. When the students return from the week of rural practice each student confers with every other student with regard to her own particular problem. A week or two after their return from the week of rural practice, there is a meeting held in which each student reports on her problem; as this report has been made possible through the close cooperation of all, all students are interested in every report. Thus in a class of sixteen students each one reports on conditions which pertain to the problem assigned her in sixteen country schools.

More rural contacts needed

Invaluable as is rural practice, students certainly need to have rural contacts extended over far more time than the short period of rural practice. In six county training schools there is some individual and group visiting of country schools done. In six, each student is appointed as a special assistant to a country teacher; nine mention substituting as a means of increasing rural contacts. Four reply that students help with rural programs. In one county all seniors observe three days in the fall; in two others all observe five days. In one high school training department students attend Saturday meetings with the training teacher.

Contacts with rural schools inadequate

As the figures indicate provisions made for such contacts are still inadequate in a number of schools and departments. Visiting part of a day, or one day in the fall is a very meager opportunity to give a student who must get along with no other first-hand knowledge until spring, when almost all of the schools have their week of rural practice. The expense connected with the securing of contacts is a factor which doubtless deters many.

Value of substituting in rural schools

Not much can be said of the value of substituting as a means of providing such contacts. If every student so substituting could have the supervisor of practice with her for at least an hour each day she is substituting, it might be a valuable experience. At present lack of time to prepare, lack of guidance, the random selection of schools necessitated, and the low standard of work possible, make substituting a dangerous expedient. The recommendation is that it should be discontinued except in emergencies.

"Special assistant" to rural school-teacher as a means of studying rural school conditions

No better means of securing contacts with rural schools has been found than the economical method suggested many times by members of the state department if each senior student is appointed as a "special assistant" to one country teacher with whom she corresponds and with whose work she becomes acquainted also through personal conferences, each student will find herself through this "case history" gradually becoming quite intimately acquainted with country school conditions. This need take little time and involve no expense except that connected with postage and stationery.

The replies to this question may be thus tabulated:

4. EXCURSIONS

	County Training Schools	H. S. Training	State Normals
Agriculture	All—Yes	15—Yes 10—No 4—No report	7—Yes 2—No report
Civics	All reporting—yes 2—No report	12—No 15—Yes 2—No report	5—Yes 4—No report
Geography	23—Yes 7—No 1—No report	9—Yes 16—No 4—No report	5—Yes 1—No 8—No report

The number of excursions in the three subjects varies from three to twenty. No central tendency is observable. The high school training departments generally offer five or six excursions a year. Much has been said for some time about excursions in connection with country schools. If these rich extensions of first hand experiences are to become a reality, teachers must be prepared for them through having been intelligent participants in them.

5. EXTENSION ACTIVITIES

Work outside the walls—extra mural—is a prime obligation of training schools. One of the advantages claimed for small schools drawing from a very limited territory is that extension work is thus more easily possible. Different forms which such activities may take are evening meetings, Saturday meetings, teachers' institutes, school board conventions, and visiting graduates at work in their own schools.

Evening meetings

If country people are to be met, evening meetings will have to be planned. All principals of county training schools except three help with such meetings. One of those three commented: "No demand." As he was new to his positon this year, he has not yet had an opportunity to create a demand. The replies as to the number of times are scattering. One reports "twice a week;" one, "once a week." These probably refer to only a limited portion of the year. A few have helped only two or three times a year. Others report helping as many as twenty to thirty times. Fourteen supervisors of practice do some evening work, seventeen have not done any. Most of these who helped did so from one to four times. In one county training school the supervisor was assigned this as one of her activities—she was out fifteen to twenty times. Of the high school training departments, fourteen teachers answered yes; eleven answered no. Four did not reply. Few attended more than five times. Of the state normal schools, six answered yes; one, no. One attended evening meetings once a month; one gave twice a week; one, one meeting; one, four times; one did not state the number.

Saturday meetings

The testimony in regard to Saturday meetings reveals the fact that in some counties there are no Saturday meetings; at least none that the training school people hear about. Twenty-five principals report yes. The typical number is six. Twenty-four of the supervisors of practice report yes. In one county the supervisor helped fifteen or twenty times; in that county the principal did not help with any. His services were given in the evening as he reports helping several times a month with evening meetings. Few supervisors help more than four times during the year. Of the high school training teachers twelve report yes; thirteen report no; one helped once a month; the others one, two, or three times a year. Of the state normal schools, six report yes; one, no; one helped twelve times; others very few times.

Teachers' institutes

Twenty-three principals helped at teachers' institutes; eight did not. "No demand" is the reason often given. The principals more frequently help once than any other number of times. Twenty supervisors of practice helped; eight did not. One or two are the number of their institutes. Of the high-school training-teachers, seven report yes; eighteen, no. Of the state normal schools the seven reporting say yes. One helped fourteen times; one fifteen times. Undoubtedly the larger number of times in these two cases is due to the fact that the director of the rural department helped in several different counties.

School board conventions

As the term institute as used in this state has a loose construction —in some counties one hears much of institutes; in other counties, exactly similar gatherings are called teachers' meetings—the replies need to be interpreted in the light of the replies to the preceding question in regard to Saturday meetings.

Twenty-six principals helped with school board conventions; five did not. Fourteen supervisors of practice helped; fifteen did not; no report regarding three. Of the high-school training-teachers, eight helped; seventeen did not; four did not reply. Of the state normal schools, five helped; three did not.

In regard to the four lines of activity just considered the high-school training-teachers do not emerge with as good a showing as do the supervisors of practice in county training schools in spite of the fact that this field work in county training schools is so frequently done by the principals. The reason for this partial failure on the part of the high school training departments will be considered in Part Four of this report.

Visiting graduates

Twenty-nine principals report visiting graduates at work in their own schools; one did not visit. He wrote "Too busy." Although few visited more than two days, two or three spent much time visiting graduates at work; one reports weekly; one, thirty-five days. Of the supervisors of practice twenty-eight report yes; two report no. Few spent more than ten days. However, one spent thirty and one twenty-five. Of the high-school training-teachers twenty-four report yes; five do not report. Few have spent more than six days. Of the state normal schools five report yes. One spent thirty-one days; one drove seven hundred fifty-five miles visiting; two, however, did not visit. It would seem that all rural teacher training institutions have a

definite responsibility if their graduates fail the first year. To know the kind of work the graduates are doing it is necessary that they be visited and helped as promptly and as definitely as only the people who prepared them can help them. The reports revealed that only a very few schools in the state seem to be entirely failing in this part of their work. Those conversant with the scant attention extension activities received a few years ago are encouraged with the progress made. Some schools have not yet fully caught the contagion of the work. To start a route for victrola records so that exchanges are made every two weeks as one principal did, thus enabling country pupils to have the rare pleasure of a new record of high quality twice a month is a worth while achievement; to have every farm family in the county know by sight and by voice the people who prepare teachers for the country schools indicates that the day of democratic ideals is at hand. All forms of extension work arouse the training faculties to exert themselves to make good as speakers and leaders; at the same time the field work gives training teachers a mighty opportunity to sell education to the people whose votes must equalize the educational opportunity offered country children if ever it is to be equalized.

6. EXPENSES HOW MET

Twenty principals report that expenses were met by the training school board or the county; in three of these cases the reports states that mileage is paid; evidently these principals own cars and use them in their field work. One principal reports fifty dollars as the annual allowance. In one county when moving pictures are used the district pays; two principals report that they pay their own expenses. In one county the training school board pays part and the district part; one states that the community pays; two do not state who pays; one reports that in some cases bills are presented to the district; one reports that several times the district requesting, pays.

Expenses for visitation by teachers of high school training departments

In regard to high school training departments, four city boards pay; one pays in part and the county superintendent in part; in two counties the school district pays; in most of the counties in which there are high school training departments, the county superintendent, the supervising teacher and the training teacher have considerable responsibility in regard to the expenses of field trips. As statistics quoted above show, the field trips of the departments do not figure large. The state normal schools do not appear to fare much better; one director replies that the state pays for a limited number of meetings; one "personally or the country school;" in one case the regents allow mileage of ten cents; in a fourth normal school the county superintendent pays; one director adds; "We are asking for a fund for the coming year."

Greater emphasis on field work needed

Especially in regard to the field work of county training school faculties has much progress been made the past few years. However, a concerted effort needs to be made until every person helping to prepare country teachers in this state meets the people in the country districts face to face, talks with them and to them, and hears first hand the opinions of farm men and women in regard to education.

7. VISITATION OF OTHER SCHOOLS PREPARING COUNTRY TEACHERS

The question relating to visits made by training teachers to other schools engaged in the preparation of country teachers is thus answered:

Eighteen principals report that they did visit; twelve report that they did not. Of the twelve who did not, two are new to training school work this year. Eight spent one day visiting; six spent two-days each. Of the supervisors of practice, sixteen visited other teachers engaged in a similar line of work; fourteen did not; ten visited one day; four visited two days. Of the high school training teachers, twenty visited and nine did not. Six of these visited one day and nine visited two days each. Of the state normal schools, four report that they visited; two reporting did not visit.

The replies indicate that some principals and teachers who have had considerable experience in preparing country teachers have frequently visited during past years, although they have not done so during the present year. The principals and supervisors total sixty-two persons. Eight of these began training school work in September 1921. Of these eight, two have visited some other similar school during the present year; six have not. Of the twenty-nine high school training departments, eight had teachers new to training work this year. Of these eight, six visited other training schools. Two did not.

8. STANDARD TESTS

The question in regard to standard tests yielded encouraging replies. The fact that the state department has recommended certain tests has helped to establish their use to a considerable extent. Eleven county training schools report they have given these tests; all of the others, except two, report using a number of tests. One principal who seems to be on the right track reported that eleven intelligence and subject tests were given to students in the first two weeks of the fall. Work of the students was guided by results made in these tests. Seven of the high school training departments gave the tests the state department recommended, six others did considerable work with tests. Three state normal schools used several. There are a few inconsistencies in the reports: "Studied samples of tests," "Students shown how to give tests," "Used tests in model department," "Used tests in country schools during rural practice." If these were the only ways standard tests were used they are not the best ways to obey "The spirit of the law." Standard tests should be given to training students themselves; their results profited by; their value as diagnostic instruments should be felt personally by students.

True false tests

True and false tests were used to some extent at least by eleven county training schools and twelve high school-training departments. One state normal reports using them; three report no; five do not reply. Here is one outstanding reply—the definiteness that really tells: "Two times by each teacher."

9. PHYSICAL EXAMINATION OF STUDENTS

The reward of the rigorous health campaign carried on by so many organizations is coming. Seventeen county training schools report physical examination of their students; fourteen high school training departments report yes; all state normals, except one, who report, say yes. The county nurse talked to county training school students in twenty counties—eight report no, but two of these write "We have no nurse in the county." Eighteen high school training departments report that the county nurse talked. Three of these reporting no, state that there is no county nurse. In one high school training department the county nurse talks twice a month. One high-school training-teacher added, "Many students took up home nursing under the direction of the county nurse." Of the six state normals reporting, two report yes; three report no, but one of these adds: "Our city nurse talked." The director of one of the normals writes: "This work is given by our health department."

10. CONSOLIDATION AND FIRST-CLASS RURAL SCHOOLS

All schools have apparently paid some attention to consolidation. Some take it up in school management, others in rural economics, still others in civics; a few in school law. Three mention debates on the subject; one mentions lectures by teachers and visitors; one states that the knowledge obtained was considered in relation to a number of schools in the county. Of the high school training departments, two mention the fact that the students heard one of the state rural supervisors talk about consolidation; one mentions that the county superintendent talked about it; one high school mentions plans made for interesting patrons next year.

Methods of acquainting pupils concerning consolidation

If we believe that teachers have some measure of responsibility for "constructing, evaluating and criticising general educational proposals and programs," we are agreed that rural training institutions can render a real service in increasing greatly the number of first class rural schools where consolidation is not possible. The replies to this question are alike in so far that students receive information in regard to such schools; nine of the county training schools report that the subject was studied in school management; two assigned it a place in school law; one taught it in rural economics. One county training school and five high school training departments mention using the pamphlet issued by the state department giving the requirements to be met. The high-school training-teachers almost without exception stress the fact that the requirements of first-class rural schools have been taught.

PART THREE

1. THE POSITION OCCUPIED BY WOMEN IN THE PREPARATION OF RURAL TEACHERS

Problems presenting themselves with special force at the close of the biennium.

The salaries paid women for teaching and supervising practice work in county training schools and high school training departments have not kept pace with the salaries, due to salary raises, granted women in the state normal schools. This is in itself a cause which if it continues, will steadily operate to deter women of the highest ability from accepting positions in training schools. For a number of years in this state the opposite was true and training teachers were receiving salaries as good as, or better than their friends teaching in state normal schools received. Both the amount and the various kinds of ability required of training teachers necessitate the offer of higher salaries if the work in these schools is not to be lowered in standard.

Salaries of women in training work

Higher qualifications

At the present time no premium is placed upon superior preparation. There should be every inducement held out to persuade trainers of rural teachers to add to their two years' work beyond high school, two years of college education which will give them a degree. From a present salary point of view, there is no discrimination made as to whether a candidate for a training position has ended her education with normal school graduation or whether she has supplemented this with two years of university training.*

Loss of highly qualified women teachers

A number of women who have proven excellent teachers and supervisors of practice in county training schools and high school training departments have resigned during the past few years to further their education along these lines. After spending one or two years securing this additional preparation in order that they might do better work in Wisconsin in the training of teachers, no opportunity to receive a salary much, if any better, than the one they previously received, has come to them. In consequence the added skill and insight secured through their time of additional study has been lost to this state and has profited instead the schools of Idaho, Michigan, Minnesota, Maryland and other states more willing to pay women for efficiency of high order, than the state in which each one of these women has been most interested and in whose schools she has been eager to work.

Women as principals of county training schools

Intimately connected with the questions relating to salaries and qualifications is that of women as principals of county training schools County training schools enroll few young men as students. These schools are, and are destined to remain, small schools. In this day when women are considered capable in many cities of becoming principals of large schools enrolling hundreds of boys and girls, it would seem that the whole history of county training schools in Wisconsin should be able to boast of more than five women principals. Should not the question of conspicuous success as an assistant in a training school, and extended preparation for this kind of work outweigh the consideration of sex in deciding the question of principalships?

2. HIGH SCHOOL TRAINING DEPARTMENTS HAVE NOT HELD THEIR OWN AS

That high school training departments do not present a better showing in the preparation of country teachers need surprise no one. Considering the handicaps surrounding high school training departments it is the writer's opinion that they make a good showing. Their handicaps, however, seriously militate against their efficiency.

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* A similar disregard of scholarship obtains in regard to men who are candidates for principalships in training schools.

SCHOOLS IN WHICH TO PREPARE COUNTRY TEACHERS

These departments have been discriminated against financially. They have been an integral part of the state's plan for training country teachers since the legislature of 1912 appropriated $25,000 for this work. From 1913 to 1918 there were twenty-seven high schools in each of which the state paid a portion of the salary of the high school training teacher; in 1918 there were twenty-six; since 1920 there have been twenty-four.†

Too meagre financial assistance

When the state first legislated that high schools so designated might establish training departments the thought was that the money put aside for this purpose should approximately meet the requirements for salaries. Since then training teachers' salaries have about doubled, but the appropriation has not increased. The salary added by the local school district has seldom been sufficient for the high school training departments to compete with the county training schools which have generally offered at least one woman in each school a far better salary than have the high school training departments. All evidence proves that the state has been an indifferent stepmother in her relations with the high school training department; a typical illustration may be given: For the school year ending June 1921, the state assisted the thirty-one county training schools to the extent of $178,354. It assisted the twenty-four high school training departments to the extent of $25,000. The county training schools enrolled fewer than twice as many students as the high school training departments.

Disparity in the teaching load as compared with that of county training school teachers

The work assigned high-school training-teachers has frequently been too heavy. In every county training school there have always been at least two teachers vitally and solely absorbed in the work of preparing teachers. During 1920-21 one of these schools had six teachers in its faculty; five schools had five teachers each; seven schools had four teachers each; sixteen schools had three teachers each, and only two schools had the minimum number, two teachers each. Thus encouragement, companionship, stimulus, and a teaching load not intolerably heavy have been possible. During the same year no high school training department teacher had any assistance.

High school training teachers without adequate support from principals

High school principals and city superintendents have not always given these departments the necessary support. In some of the cities in which high school training departments have been established the city superintendent, or supervising principal, has been tireless in his efforts to build up a strong training department. In those places sufficient care has been taken to select for this department, teachers with adequate experience and preparation to do the responsible work assigned them with credit to themselves and the state for which the department prepared teachers. However, in every city maintaining a training department the training course is only one of several courses. As high schools maintaining such departments form so small a per cent of the total number of high schools in the state frequent changes in the superintendencies and principalships continually bring to the cities men wholly unfamiliar with the work which the training department has for its chief aim. Thus it frequently happens that the man at the head of the city school system has no adequate conception of the significance of the training department. Due to this many a high-school training-teacher has found her work far more difficult and discouraging than it would otherwise be.

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† Besides the twenty-four departments receiving this help during the present biennium, five other training departments attempted to give preparation equivalent to that given by the twenty-four state-assisted departments, without any hope of recompense from the state. They have found it very difficult to maintain high standards.

Students allowed too heavy a student load

It is difficult to safeguard high school training department students so that they are not allowed to carry too many studies to do good work in the training course. They are eager in view of possible future attendance at college or university to earn as many academic credits as possible. The principal in approving of individual student programs often forgets that the four units of required professional work, although distributed in the ratio of one unit in the junior year to three units in the senior year, require in all a full year of hard work if a high standard of teacher preparation is to be given. The regulation that three other studies in the junior year and one additional study in the senior year are all that should be carried except in very exceptional cases has not received the sanction of rigid enforcement as frequently as it should.

The inexperience of grade teachers an obstacle

The inexperience of grade teachers has frequently made practice work of a high standard difficult. Since many of the towns having training departments have almost yearly changes in their corps of grade teachers, securing each year a number of graduates to fill the grades fresh from normal school graduation with no teaching experience, it is very difficult to arrange for profitable observation and practice in their rooms. This embarrassment does not obtain in the nineteen county training schools having model departments as the model department teacher in each case is selected because of her successful experience. In the other twelve county training schools it is as likely to obtain as in the high school training departments.

Lack of publicity as a deterrent

The high school training departments have had little publicity given them. There is no provision for meeting the traveling expenses of the teachers, so no yearly conferences of such teachers have been held. A similar lack of a financial provision for it has lessened the field work they have been able to do as the questionnaire reveals. Hence it is more difficult to establish an esprit de corps or to acquaint the public with their work than is the case with the county training schools.

3. THESE LIMITATIONS NOT INHERENT IN THE SYSTEM

The meager financial assistance

If high school training departments are to be continued they should receive far more financial help from the state. The state appropriation should be sufficiently adequate to provide for the salaries of training teachers, for their expenses while in attendance at yearly conferences and also for expenses incurred in field work. This is necessary if training departments are to occupy in the counties in which they are situated anything like the position occupied by county training schools in the counties in which they are situated.

The teaching load

Where more than fifteen students are enrolled in the graduating class of the training department, at least one of the four professional units should be taught by a teacher (other than the training teacher) whose qualifications for this work are approved by the state department. The number of students enrolled in the training course should determine whether or not two training teachers should be secured. Where twenty-five students are enrolled in the graduating class two full time training teachers should be employed. In such cases the state appropriation should be doubled. The maximum number of students allowed to begin the training work should be limited to twenty-five. The number of beginning teachers needed yearly in the county should be considered as a determinant regulating the size of both training classes in high schools and in the number of students accepted in county training schools.

Principals and superintendents selected with some attention to interest in training work

High school principals and city superintendents selected for positions in cities maintaining training departments should be chosen because they have, along with other necessary qualifications, an interest in and some acquaintance with, this kind of work. Such heads of schools will see that high standards are maintained in regard to rooms used, quality of students accepted, and qualifications of training teachers secured.

Student loads permitted

Student loads will be more equitably adjusted to individual capacities when only high school graduates are admitted. Until that time recognition of the fact that the four units of training work constitute a year's work fully as difficult as that of any other four units of high school work will do much to limit the load students are allowed to carry and thus to raise the standards of high school training work.

A model department

A school executive of the right type with a liberal enough salary schedule will choose superior grade teachers in whose rooms observations and practice can be profitably carried on. In case of local retrenchment here there is no reason why a model department taught by a well prepared superior teacher, who keeps the needs of student teachers as well as of the children in mind, should not be established in any city maintaining a training department, provided such a department fully meets in every respect the high standards met in a number of cases by the model departments established in connection with county training schools.

Publicity will come

With the adoption of a more liberal financial policy on the part of the state towards these departments more publicity in regard to their work will inevitably come. Conferences of training teachers, field work of all kinds and a higher type of work generally will of themselves induce the high school training department to estimate more highly the value of publicity.

The training course of the future

It remains to be seen whether or not high school training departments can inaugurate a successful policy resulting in high school graduates returning for a fifth year of professional work. This wlil certainly have to be done if the training departments are to be continued.

The conclusion of the whole matter

The state should not abandon the high school training departments provided the conditions discussed above are met. However, it is equally imperative that the state should no longer neglect to finance properly these departments if they are to have a promising future.

4. THE COMPARATIVELY POOR SHOWING MADE BY STATE NORMAL SCHOOLS

It is not likely that the statistics considered in Part One of this section, nor the replies to the questionnaire discussed in Parts Two and Three do justice to the normal schools. That, however, is the fault of the normal schools themselves. Whereas the county training schools and the high school training departments replied to the questionnaire promptly and fully, it proved quite difficult to secure the information from some of the normal schools. Moreover information given by the normal schools was in some cases so worded as to indicate the writer's lack of familiarity with the subject concerning which he was writing. The normal schools print so few statistics in regard to their rural courses that not much can be obtained from this source.

Many excellent elementary teachers prepared in normal schools

There is no intention of saying aught against the excellent preparation received by thousands of young women for their work in elementary grade teaching in cities and villages while enrolled as students in the state normal schools. Many of the teachers in the normal schools are of the highest type, both in scholarship and in teaching ability and elementary teachers trained by them reflect corresponding credit on them.

Comparative failure of rural courses

However, there seems to be general agreement that the normal schools have not on the whole begun to appreciate in even a slight degree the tremendous issues at stake in their failure to enlist wholeheartedly in the preparation of rural teachers. Certainly there are not more than one or two normal schools in this state that are at the present time offering rural courses which are anywhere near the best the state has a right to expect of them.

5. MINIMUM STANDARDS WHICH NORMAL SCHOOLS SHOULD MEET

As an indication of what the state has a right to expect the writer submits in concluding this discussion a statement of minimum standards for courses in state normal schools designed to prepare country teachers for their work. No rural department in a Wisconsin normal school has as yet entirely met these standards; with one or two exceptions no rural department has made much progress in meeting them.

Qualifications of the director of a rural department

As director of the rural department there should be chosen a man or woman prepared by conspicuously successful experience, personality and scholarship to whom is assigned as his or her sole responsibility, the head of this department, including only as many classes in the rural department as are consistent with the administrative duties and field work required. As assistance will be necessary it is imperative that it be adequate in amount and quality.

Quality of students attracted

The professional spirit in this department should be of the kind which will attract high school graduates fully the equal of those attracted to other departments; the students who choose rural teacher preparation should do so, not chiefly because the course is only a year, whereas the other courses leading to graduation from the normal school are two year courses, but mainly because of an interest in country life and country schools. Such choice to be an intelligent one should be based on a preliminary survey of the field of elementary education. An "Introduction to Teaching" course similar to that recommended by Bagley and Learned in the Professional Preparation of Teachers for American Public Schools,† might well be offered to all students before they select the division of the educational field for which they choose to prepare. To some—perhaps to many—the field of rural teaching will make the strongest appeal. At any rate, those who choose it will do so with their eyes open.

Well located and adequately equipped quarters

Rooms which impress students and visitors with the fact that the work is considered equal to any other offered, should be assigned for the use of the rural department. The decision of intelligent students in selecting courses necessarily takes into consideration the estimate placed upon such courses by the faculty as revealed in the quarters assigned.

Practice

Such provision for practice should be made as will insure to each future rural-teacher the opportunity to secure under right conditions, sufficient variety of carefully supervised practice including at least as much rural practice as that offered by county training schools.

Provision for field work

Enough money should be available for the department so that the director can see graduates at work and engage in the other extension activities which he knows are necessary. This will bring him into frequent contact with county superintendents and supervising teachers. There should be such cordial cooperation with superintendents and supervising teachers, and such an open-minded desire on the part of the rural director to know from them concerning the work of the rural graduates, that his services in training teachers both in school and in service will have a high value placed upon them.

Two year rural courses recommended

The course so far discussed is a one year course. We should not be willing to stop there, however; everything possible should be done to hasten the day when rural teachers have the advantage of two years of preparation beyond high school. It is admitted that the student demand at present does not justify the establishment of two year rural courses in state normal schools, but generous state support would make it possible for rural directors in normal schools to develop such a demand. Just so long as rural teachers receive a more meager preparation than do city teachers, just that long will rural children be furnished an elementary education poorer in quality as well as less in quantity than that furnished city children. Nothing better could happen the country schools of the state than to be taught by teachers with two years of definite preparation for their work.

Efforts of rural department directors

Efforts have been made by rural department directors in different normal schools to secure what these standards specify, but with one or two exceptions only a small measure of success has attended their efforts.

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† See Bulletin Number Fourteen, Carnegie Foundation for the Advancement of Teaching. A wide reading of this bulletin is greatly to be desired if teacher training of all kinds is to reach the highest standards possible.

The future of rural teacher training

It is earnestly hoped that the whole situation confronting normal schools in their preparation of rural teachers will be carefully studied. If country children deserve as well prepared teachers and as good facilities for learning as do city children, there is no denying the fact that schools large enough to include specialists in their faculties should have something more to offer than that which teachers of many subjects can hope to present. Moreover the far larger student bodies in state normal schools provide more stimulating contacts than can schools drawing from local fields. Such faculties and such student bodies have in them possibilities of stimulus and service which make all well-wishers of country children desirous that the normal schools of this state may actively enter the field of rural teacher training. However, until they go about it in a more earnest, determined, united fashion, than that in which they have so far attached it, they can hardly hope to be counted as significant factors in rural teacher training.

PART FOUR

CONCLUSION

County training schools taking rank

Although no schools engaged in the preparation of country teachers are fulfilling with complete satisfaction to themselves or to the state their responsibilities in regard to this preparation, considerable progress has been made during the last few years. In the number of high school graduates who have completed a one year professional course, and in the physical conditions under which this preparation has been given, the county training schools as a whole rank ahead of both the high schools and the normal schools.

Some exceptions

It must not be forgotten, however, that there are striking individual exceptions. Some high school training departments, and some state normal rural courses, rank far higher than do some county training schools; and yet it may safely be said that young people choosing county training schools as the schools in which to prepare for country teaching are likely to find more attention paid to their needs than they would find in either state normal schools or in high school training departments.

Conclusions not final

This is the inevitable conclusion at which one arrives after a careful study of all the available data. However, unexpected developments in the other classes of training institutions—the high school training department and the state normal schools—during the ensuing biennium may lead to a reversal of this conclusion. The conclusion here given is not necessarily the final one regarding the schools that are to have the greatest measure of success in the preparation of rural teachers.

Still better results demanded

Be that as it may there is much encouragement in the fact that while the schools engaged in the preparation of country teachers in this state have risen in their general efficiency in regard to the task entrusted to them, there is insistent demand that still better results be secured, coupled with the expectation that such results will be forthcoming.

CHAPTER VI

DAY SCHOOLS FOR THE DEAF, THE BLIND, AND CLASSES FOR SPEECH CORRECTION

The purpose

> It is not the duty of society to enable the handicapped to endure their misfortune, with some degree of convenience. It is the business of all properly directed effort to restore the handicapped to their place in society.—Calvin Coolidge.

THE DEAF

Few people seem to realize that the deaf, given mental and physical strength and opportunity for education, are capable of graduating from grammar school, from high school, and from college, and taking their places in the social and economic life of the community in a very useful and creditable way.

The deaf can be restored to society

At present there are several young deaf men and women, products of Wisconsin day schools for the deaf, studying in the high schools of their respective cities; one young man, a senior in Lawrence College; another, studying in the University of Wisconsin. At Clarke School, Northampton, Massachusetts, the oldest oral school for the deaf in America, a school building has been recently erected, and

> "Dedicated to the memory of a mother whose resolute love gave the blessing of speech to her own little deaf child, and formed the inspiration of her husband's efforts to secure the same blessings for all other deaf children."

The deaf child mentioned is Mrs. Mabel Hubbard Bell, wife of the late Alexander Graham Bell, a woman of wide culture and high intelligence, well-fitted to be the wife of her illustrious husband. But the story does not end here. The architect of this beautiful building is A. Lincoln Fecheimer, a graduate of Clarke School for the Deaf, or Harvard College, and of Ecole des Beaux Arts, Paris.

> "There are no miracles in modern times unless we ourselves perform them and yet there are modern miracles."

THE DAY SCHOOLS

Facts revealed by psychological tests

In 1919, Dr. Jeannette Chase Raemer of the University of Ohio, made a survey in fifteen state institutions and twelve day schools for the deaf. She gave group educational and intelligence tests to 2,500 children. Her findings, in part, were as follows:

(a) The state institutions had a larger number of subnormal children, but they also had a larger number of bright and very bright children.
(b) Children in day schools adhered closer to the normal level of intelligence.
(c) The day schools were getting 20.07 better educational results than the state institutions.
(d) The bright and very bright pupils in institutions were the ones who were failing in educational attainments.

Individual training in day schools

No doubt this higher rating in educational results is due, to a certain extent, to the individual training which is, of necessity, given in small day schools where there is not a sufficient number of children to group in classes.

Environmental influence

There is another element which we believe to be of greatest importance; namely, the environmental influence. The deaf child in day schools has the advantage of living at home, of being constantly with hearing people out of school hours, and of building up his associations in the environment of normal activities. Under this regime there is keener competition, and therefore, more incentive to achieve success.

THE PROBLEM IN WISCONSIN

Growth

The law providing for the establishment of day schools in Wisconsin was enacted in 1884. From that time on to the present biennium there has been a gradual increase in the number of schools. Indications are that we have now reached the number necessary for adequately caring for all deaf children whose parents wish them to be educated in day schools.

Number of schools

At the close of this biennium there were twenty-two schools in operation with one new school organized and ready to open in 1922. These schools are well distributed geographically.

Advantages of day schools

One great advantage of the plan for organization of day schools is that no expensive machinery is built up which might operate against discontinuing a school when there is no longer a need for it in the community.

Enrollment

During the year ending June, 1922, there were three hundred and seventy deaf children enrolled in day schools. In addition to these, there were also enrolled in these schools ninety children with speech defects.

IMPROVEMENT ALONG PROFESSIONAL LINES

The university offers course for teachers

In June, 1922, the University of Wisconsin offered a summer course for experienced teachers of the deaf. This was the first time that a university had offered training for teachers of the deaf, and leaders in the profession the country over expressed their appreciation of this move and the hope that other state universities would follow Wisconsin's lead. Thirty teachers were enrolled in the course, representing six states.

Day school teachers enrolled

Eleven day-school teachers in Wisconsin took advantage of this opportunity to learn of methods and devices in use in the best schools in the country, and of psychological tests and measurements which have of recent years been standardized for the deaf. Undoubtedly this is but the beginning of a movement which will appeal to a larger number of our teachers in the future.

The blind in day schools

Wisconsin has two day schools for the blind, one at Milwaukee and one at Racine. During the year 1920-21 Milwaukee had three full-time teachers and one part-time. Twenty-seven children were in attendance. Racine had seven children enrolled, with one teacher in charge.

SPEECH CORRECTION IN PUBLIC SCHOOLS

Prevalence of speech defects

During the year 1921-22 speech surveys were made in the following Wisconsin cities: Kenosha, Green Bay, Oshkosh, La Crosse, Madison, Sheboygan, and Racine. It was found that from five to seven per cent of all school children were suffering from some type of speech defect.

Organization of classes in the public schools

Up to a comparatively recent date, all speech correction work was done in the day schools for the deaf, but in 1920-21 there were three cities—Milwaukee, Janesville, and Kenosha—which had discontinued the placing of children who had speech defects in the schools for the deaf and had established classes for them in the public schools. In September, 1921, Madison was added to this group, and plans were made for establishing classes in nine additional cities in 1922-23.

Disadvantages of old plan

Under the plan of having children with speech defects placed in schools for the deaf, there were many disadvantages. In the first place, it placed too great a burden on the teacher of the deaf and deprived the deaf children of time which rightfully belonged to them. Secondly, it is not fair to children suffering with speech defects to take them out of classes with normal children and place them with the deaf where the whole classroom situation is abnormal for hearing children.

New plan more economical

Under the old plan, too, only a small group of children were given an opportunity to have their speech corrected. The expense to the state of teaching the few who could be placed in schools for the deaf was equal to the cost of instruction of all those in the public schools who needed such training.

Cause of disorder suggests treatment

But the strongest argument in favor of keeping these children in classes with normal children is that the very nature of the illness itself suggests this treatment. Psychologists and psychiatrists are agreed that a large percentage of speech disorders are functional, that is, mental disorders. Since the term, "mental disorders" is often misinterpreted, many people thinking that it means mental deficiency, in order that there be no misunderstanding of its use in this report, we give Dr. Macfie Campbell's definition: "Mental disorders are disorders of human adjustments, of maladaptations, of unhygienic compromises, immature or distorted ways of meeting the complex situations of life . . . Mental disorders are not necessarily disorders whose symptoms are mental but whose roots are mental, that is, whose roots cannot be understood without studying the patient in his complete human relations." The symptoms may be somatic; it may be a headache, a paralysis, a tic, an apparent deafness or blindness, or *a speech defect*, but its cause lies in the difficulty the individual has in adjusting to the complex situations of life.

Keep children in normal environment

The cause of the child's speech disorder being his inability to meet situations which daily confront him with a normal output of energy and with emotional balance, we are not making progress towards the solution of his difficulties by removing him from a normal environment. The problem suggests keeping such children in public school classes among children, the majority of whom show normal emotional reactions, and readjusting the personality of these emotionally unstable children so that they can meet the complicated affairs of school life without too much conflict. In fact the well trained teacher of speech correction will not only use her influence to keep the school environment normal, but will study the child in his "complete human relations," making suggestions to the parents if home conditions are wrong, or changing the attitude of the child towards the home situation if the defect lies in the personality of the child.

Special teacher training needed

This program is a difficult one and requires a very special kind of training. Teachers of the deaf, who have had to work with these children in the past, have usually had neither the training nor the time to give to the problem.

Contrasting results in day schools and special classes

In looking over the records of day schools for the deaf enrolling children with speech defects, we find that some of the stuttering cases have remained in these schools four and five years without results. We have statistical proof that given the right treatment at least fifty per cent of these cases can be cured and an additional twenty-five per cent be greatly improved in a reasonable time.

Special speech classes with trained teachers

Beginning September, 1922, the speech work in nearly all of the cities in the state will be entirely separated from the day schools for the deaf. A number of teachers who have been trained in *mental hygiene* and who have knowledge of, and have had clinical experience with nervous disorders, will be placed in public school systems for the purpose of diagnosing and treating all serious cases of speech defects.

Foreign accent not a speech disorder

They need not work with children who have a foreign accent since this is not a speech disorder and can be corrected by the grade teacher. Their problem will be children who stutter, or who show some other serious defect in articulation.

Cost lessened. Efficiency of work increased

It is estimated that these teachers will treat three times as many children as were treated in previous years at a greatly reduced rate per child and with very much better results.

The statute governing the maintenance of these three groups of handicapped children is as follows:

Laws pertaining to

"Upon application by the district board of any school district embracing within its limits any village or city, or the board of education of any city, the state superintendent may authorize such school district board or board of education to establish and maintain within the corporate limits of any such village or city, respectively, one or more day schools for the instruction of deaf persons or persons with defective speech, or for the instruction of blind persons.

"There is appropriated from the general fund, annually, not to exceed one hundred forty-five thousand dollars for state aid for day schools for the instruction of deaf persons or persons with defective speech, or for the instruction of blind persons, established and maintained pursuant to section 41.01, to be distributed as follows:

"(1) If upon receipt of the report as provided for in subsection (3) of section 41.01, the state superintendent shall be satisfied that said day school has been maintained during the preceding year in accordance with the provisions of the statutes, he shall certify to the secretary of state in favor of each of the several school district boards or boards of education maintaining such day schools a sum equal to the amount expended by said board during the preceding year for salaries of qualified teachers employed in such day school, board and transportation of pupils residing within the state but outside the district and attending such day school, special books and special equipment prepared or designed for use in instructing the deaf or blind, and such other expenses as shall be approved by the state superintendent, provided the amount apportioned to any school district board or board of education shall not be in excess of the following schedule:

"(a) For each pupil residing in the district and attending a day school for the deaf or blind at least nine months, two hundred fifty dollars.

"(b) For each pupil residing outside the district but within the state, who attends a day school for the deaf or blind for at least nine months, four hundred dollars.

"(c) For each pupil residing in the state and attending a day school for the deaf or blind less than nine months, such proportion of two hundred fifty dollars, or four hundred dollars, as the case may be, as the number of days' attendance is of nine months. In determining the number of days' attendance with which any pupil shall be credited no deduction shall be made on account of illness for a period of one month or less. In case of absence for a period of more than one month deduction shall be only for the time in excess of one month.

"(d) In case the aggregate claims arising under paragraphs (a), (b), and (c) of this subsection shall exceed the appropriation available, the state superintendent shall deduct from each claim an equal proportion so as to reduce the aggregate to an amount not in excess of the appropriation, and shall certify such reduced amounts to the secretary of state.

"In determining the amount to be apportioned to any school district or board of education for maintenance of a day school for the year ending June 30, 1921, the balance remaining in the day school fund of such district after paying all expenses of said school for the year ending June 30, 1920, shall be deducted from the amount to which the district would otherwise be entitled."

CHAPTER VII

SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

Health in rural communities

Wisconsin is showing growth both in its health work and its special instruction for handicapped children. A mandatory county nurse law is now in operation, and the results in improved health for hundreds of children cannot be estimated. The year 1921 shows thousands of physical defects located by county nurses, in children in rural schools, and many corrections secured. The following table gives an idea of some of the figures:

	Defects found	Corrections made
Teeth	53,629	8,355
Tonsils	25,694	2,532
Eye	3,112	288
Vision	10,111	1,317
Hearing	2,604	67
Nasal breathing	13,293	888
Etc.	Etc.	Etc.

This work is awakening hundreds of parents and interested citizens to the physical needs of school children. The children themselves are being taught the fundamental facts of health and personal hygiene. Hot lunches are being encouraged and secured in many schools.

A valuable service is being rendered to crippled children and certain other types of pediatric cases at the Bradley Memorial hospital. The county nurses, school, and community nurses have been instrumental in securing treatment for one hundred such cases since the opening of the hospital in July 1920. Legislation makes it possible for any Wisconsin child needing such service to be provided for jointly by state and county in case the family cannot afford the expense.

In the cities and towns, health and special class work are growing. The following table lists, in order of size, all Wisconsin cities and towns over five thousand, and gives the number of classes for various types of mentally or physically handicapped children. It also numbers the school physicians, school nurses, and school dentists.

An obelisk (†) denotes part-time work.

Health and special education in cities and towns

Wisconsin cities in order of size	Population	Public school population	Classes for mental defectives	Classes for normal but retarded children	Open air	Crippled	Deaf	Blind or defective vision	Special teachers of speech correction	Foreigners	Superior children	School physicians	School nurses	School dentists
Milwaukee	457,147	66,412	5	34	6	0	12	3	3	10	0	1 & 23†	64†	6 & 1†
Racine	58,598	9,383	3	0	2	0	2	1	0	1	0	0	5CN	1†
Kenosha	40,472	7,569	3	0	2	0	1	0	0	0	0	CHO	4	1†
Superior	39,624	7,725	1	0	0	0	1	0	0	5	0	1	1	1†
Madison	38,378	6,681	4	1	0	0	2	0	1	0	0	OBH	OBH	CBH
Oshkosh	33,162	5,112	2	0	3	0	2	0	0	0	0	1†	1	1†
Green Bay	31,017	4,937	0	0	2	0	6	0	1	0	0	0	2	0
Sheboygan	30,955	5,237	3	0	1	0	1	0	0	0	0	CHO	1	0
La Crosse	30,363	5,265	0	0	0	0	2	0	0	0	0	0	7	0
Fond du Lac	23,427	4,463	4	1	0	0	2	0	1	0	0	0	1	1†
Beloit	21,284	4,900	0	0	0	0	0	0	0	0	0	1†	------	1†
Eau Claire	20,880	3,923	1	1	0	0	3	0	0	0	0	0	2	0
Appleton	19,561	3,483	2	1	0	0	1	0	1	0	0	0	1	0
Wausau	18,661	3,970	1	0	0	0	1	0	0	0	2	4†	1	0
Janesville	18,293	2,882	1	0	0	0	0	0	0	0	0	0	1	0
Manitowoc	17,563	2,999	0	2	0	0	0	0	0	0	0	0	1	0
West Allis	13,745	3,322	2	0	0	0	0	0	0	1	0	1†	3CN	0
Marinette	13,610	2,697	2	0	0	0	1	0	0	0	2	0	1	0
Waukesha	12,558	2,340	1	0	0	0	0	0	0	0	0	0	1	1†
Stevens Point	11,370	1,899	----	----	----	----	----	----	----	----	----	----	----	----
Ashland	11,334	2,123	1	0	0	0	1	0	0	0	0	CHO	1	0
Watertown	9,299	1,216	0	0	0	0	0	0	0	0	0	0	CN	0
Chippewa Falls	9,130	1,521	1	1	0	0	0	0	0	0	0	CHO	1	0
Antigo	8,451	1,927	0	0	0	0	1	0	1	0	0	0	CN	0
Merrill	8,068	1,564	0	0	0	0	0	0	0	0	0	0	CN	0
Beaver Dam	7,992	1,365	0	0	0	0	0	0	0	0	0	0	HI	0
South Milwaukee	7,598	1,360	0	0	0	0	0	0	0	0	0	0	CN	0
Marshfield	7,394	1,194	1	0	0	0	1	0	0	0	0	0	CN	0
Two Rivers	7,305	966	0	0	0	0	0	0	0	0	0	0	CN	0
Wisconsin Rapids	7,243	1,573	0	0	0	0	0	0	0	0	0	0	1	0
Menasha	7,214	965	0	0	0	0	0	0	0	0	0	0	1	0
Neenah	7,171	1,330	0	0	1	0	0	0	0	1	0	0	1	0
Cudahy	6,725	1,270	1	0	0	0	0	0	0	0	0	1†	1	0
Rhinelander	6,654	1,761	0	0	0	0	0	0	0	0	0	0	1	0
Kaukauna	5,951	797	0	0	0	0	0	0	0	0	0	0	CN	0
Baraboo	5,751	1,144	1	0	0	0	0	0	0	0	0	0	CN	0
Portage	5,582	1,024	0	0	0	0	0	0	0	0	0	0	0	0
De Pere	5,165	315	1	0	0	0	0	0	0	0	0	1†	1	0
Menomonie	5,104	1,264	0	0	0	0	0	0	0	0	0	0	1	0
Stoughton	5,101	1,312	0	0	0	0	0	0	0	0	0	0	1	0
Total, June, 1922	------	------	41	41	17	0	40	4	8	1[illegible]	[illegible]	------	------	------

CHO—City Health Officer.
OBH—City Board of Health.
†—Part-time.

CN—City Nurse—part-time.
HI—Health Instructor.

1. WHY HAVE SPECIAL CLASSES

Development classes

The interest in this type of work shows marked increase. School boards are feeling their responsibility for the whole child, physical as well as mental, and most towns and cities report plans for increased facilities next year. To explain the vital importance of special health work and education for underweight, anaemic, crippled, or otherwise physically handicapped children is unnecessary. Our duty here is plain.

SPECIAL CLASSES FOR MENTALLY DEFECTIVE CHILDREN

The past biennium has seen steady progress in the matter of public school care for mentally defective children. Mental examinations and case histories of very backward children in our public schools reveal the fact that at least one per cent of the children enrolled in the city schools have minds of such poor quality that they can never master the regular work of the fifth grade. At least half of this one per cent will never do fourth grade work. Many of them will fail to do third grade work no matter how long they are drilled in regular classes. In the rural schools the percentage is considerably higher.

Community's duty to provide special classes

The State Department takes the attitude that these children bear the same relation to mentally normal children that sick children bear to those who are well. They are in a sense, a hospital population, and their claim to special care is tragically pressing. Hospitalization, nurses, and medical care are expensive, yet no community would consider itself civilized if it refused such care to physically handicapped children. Special classes cost more than regular classes, but that community which fails to provide them where they are needed is doing a great injustice to a poignantly helpless group of its children.

Delinquency

Moreover, it is treasuring up for itself a Pandora box of future difficulties. For the unhappy, maladjusted subnormal child frequently becomes a persistent truant from school and truancy is the little sister if not the mother of much juvenile delinquency. Court records of repeating adult offenders almost invariably show that the culprit was a juvenile delinquent. Could the connection between school failure and unhappiness and adult crime be clearer? Our only hope of stemming the tide of increasing crime lies in selecting misfit children early, and then giving them a type of training which they can understand and enjoy. The community must then take up the problem where the school leaves it, and provide means to help these handicapped children to get suitable jobs and give them helpful supervision.

Normal children handicapped by subnormals in regular grades

A community neglecting this problem is seriously handicapping many normal children by permitting the regular classes to be slowed down and much of their teacher's attention absorbed by children patently unable to profit by the work she tries to give them. There is every reason to believe that many normal children fail of promotion and repeat grades (because of absence through sickness or moving, a little slowness in adjustment or lack of interest and application) who need not have failed if the teacher could have devoted to them the time and energy which she was obliged to expend upon mentally defective children. And upon these her time was practically if not wholly wasted, since they were out of their depths in the academic work of the regular class.

Two types of special class needed

Every school system of any size is urgently in need of two types of special classes. The first is a Development Class for children who have suffered an arrest of brain development, due either to an inherited condition or to some accident or to an acute disease in infancy. These children are mentally defective. They are permanently handicapped and should be given a training planned to relieve them of abstract mental operations which are beyond them and based upon sensory and muscular training. With such training as a background, many of them develop pleasant dispositions and acquire enough muscular skill to be able to master a trade or some simple work and so be self-supporting when adult. The second is an ungraded adjustment class for normal but out-of-step children.

2. THE SITUATION IN WISCONSIN

Wisconsin has a law which grants state aid to the amount of three hundred dollars to any school district establishing a class for mentally defective children. Qualifications of teachers, personnel of classes and details of equipment and instruction are passed upon by a supervisor of this work, appointed by the state superintendent. The legislature of 1921 gave this work the stamp of its approval by granting a sufficient increase in the special budget of this department so that an assistant psychologist might be added to the staff.

The close of the previous biennium saw thirty-two of these classes in nineteen cities. During the biennium 1920-22, ten classes and three cities have been added. The following table shows the cities in which such classes were operating in June, 1922, with the number of children enrolled.

City	Teachers	Children	City	Teachers	Children
Appleton	2	29	Marinette	2	34
Ashland	1	14	Marshfield	1	10
Baraboo	1	12	Mayville	1	15
Chippewa Falls	1	12	Milwaukee	5	110
Cudahy	1	10	Oshkosh	2	27
De Pere	1	15	Racine	3	51
Eau Claire	1	16	Sheboygan	3	46
Fond du Lac	4	51	Superior	1	9
Janesville	1	16	Waukesha	1	12
Kenosha	3	41	Wausau	1	15
Madison	4	54	West Allis	2	34

Cities—22 Teachers—42 Children—633

Psychological service

During this biennium numbers of cities and towns have asked for psychological service from the State Department, in the hope of starting classes for mental defectives. Children have been selected for such classes in the following additional places: Altoona, Barron, Brandon, Cumberland, Ft. Atkinson, Green Bay, Kaukauna, La Crosse, Marblehead, Menasha, Neenah, North Milwaukee, Oconto, Rice Lake, Rib Lake, Sheboygan Falls, Stevens Point, Turtle Lake, and Wisconsin Rapids. Four of these made plans for opening such classes this fall. Green Bay has opened two classes and La Crosse and Mayville one. The opening in Oconto is delayed for lack of a suitable teacher.

A few cities where classes already selected have not yet been started remain over from the previous biennium. They are: Beaver Dam, Beloit, Edgerton, Merrill, Monroe, Richland Center, Stoughton, and Washburn. Usually either lack of funds or of available schoolrooms explains this delay.

In addition to this, during this biennium, ten additional classes have been selected in seven of the towns already having such classes. Most of these are now in operation.

When calls for psychological service are sent in to the State Department, two sets of blanks are sent on ahead, one for a complete school history, to be secured by the teacher, and one for a physical, developmental, and home history, to be filled in by the school nurse in conference with the mother, for each child who is to be examined.

Number of children tested

During the past biennium, a total of 2.151 children were given mental examinations. Of these, 623 rated mentally defective; 396 rated borderline; and 932 were normal or dull normal, or were given a "deferred" classification, pending further study.

During the last year, 1921-22, examinations were made of 1,381 children in twenty-seven cities and in the rural schools of five counties. The net result in the way of recommendations for further school work was:

Exclusion from school and institutional care	111
Development class	532
Adjustment class	223
Vocational school	139
Regular grades	376

Very few of those recommended to institutional care secured it. Our institutions have a long waiting list always, and judges and parents grow weary and discouraged trying to secure admission of cases needing this care and training.

Already 1293 feeble-minded children have been identified through careful examination and study in our public schools. It would take 86 development classes to care for them. Only forty-two classes for such children were actually in operation at the close of this past biennium, caring for some six hundred thirty-three children.

The need

We need five times as many of these classes. Our neighbor state, Minnesota, now has one hundred thirty-five of these classes in the public schools serving the educational needs of about two thousand children and they are rapidly establishing more. They set aside one hundred dollars per year, per child, as state aid, so that the less favored communities can establish such classes for these handicapped children. Our law provided no such aid. No class can receive more than three hundred dollars under our law. That our towns and cities are feeling the need keenly is attested by the fact that the psychological service from the State Department, although continuously in the field, is always months behind.

Training teachers

Both development classes for mentally defective children and adjustment classes for pedagogically retarded children require specially trained teachers. These are hard to secure, as the training stations are few and the demand is yearly growing greater in all parts of the United States. A summer course is now offered at the University of Wisconsin and the Board of Normal Regents has authorized the establishment of a four-year course at the Oshkosh Normal, which will begin September, 1923. School superintendents and boards desiring to open classes for mentally handicapped or for pedagogically retarded children should encourage competent, alert, sympathetic primary teachers, to take special courses, either in our own state or at some other training school or university which offers such courses.

MENTAL DEFECTIVES IN RURAL COMMUNITIES

THEIR NUMBER

In the rural communities

Wisconsin counties must be aroused to the gravity of their situation in regard to feeble-mindedness. It is not only seriously affecting the efficiency of their schools and thereby handicapping the educational advantages of their normal children, but it is increasing alarmingly, and so lowering the level of community life and prospects. Two causes contribute to this effect. First, the birth rate among subnormals is almost twice as high as the average for the total population.- Investigators find that families with both parents defective average eight children, whereas the average normal family is something less than four. The second factor is the tendency of the defectives to gravitate to small villages or rural communities where competition is not so keen and living not so high as in the city and to stay there. They tend, naturally, to mate with other defectives. This is especially true of male defectives, who practically never have normal wives. Normal women do not marry feeble-minded men, though the reverse is not uncommon. The feeble-minded lack the initiative and the "getting-ahead" ability which frequently moves their more fortunate brothers to towns and cities.

A rural survey of mental deficiency

In one county of this state over seven hundred rural school children were examined during the recent state survey of mental deficiency, a report of which may be obtained from the State Board of Control. These examinations were conducted by a psychologist, a psychiatrist, and a psychiatric social worker, with the cooperation and assistance of the county superintendent, two county supervising teachers, and the county nurse. Most of the children were in one room rural schools. The remainder were from consolidated, or state graded schools. The figures are startling to those who are unfamiliar with this problem. Two per cent of these children were feeble-minded, and an additional two per cent were borderline subnormal cases, many of whom will undoubtedly prove to be genuine feeble-minded cases on later tests. In all cases where any possible doubt could exist, diagnosis was deferred and the child given the benefit of the doubt. These children are not merely dull and backward, or children whose school and home advantages are so poor that they are "behind." They are from birth subnormal and mentally defective to such an extent that without proper special training and constant supervision, always, they will in large numbers become dependable or delinquents, or both. None of them should be permitted to establish families.

Nor can it be claimed that this is a specially unfortunate county—a "pocket of feeble-mindedness" such as we sometimes find. A similar survey now under way in a county on the other side of the state is showing quite as startling results, and scattered work in the rural schools of six other counties shows that these figures are conservative.

The expensive and tragic consequence of neglect

We have neglected this problem until some of our rural schools are disabled. In one of the central counties of the state recently, seven feeble-minded children were found in a school numbering thirteen children. Three families had contributed these seven unfortunates, and the whole spirit and procedure of the school had dropped toward their level. This is, of course, an aggravated, and not a typical case.

Inadequate institutional facilities

We have permitted and are permitting the marriage of feeble-minded (though we have a law which forbids it) until we now constantly have a waiting list of several hundred for Chippewa Falls, and this waiting list does not begin to represent the actual numbers needing institutional care, as our judges have become weary of making commitments and then failing to secure the admission of their cases to the institution. Several judges of the state report that they have had applications for admission on file for three years and the feeble-minded persons are still at large.

The state school for dependent children

Another evil of our neglect is the hardship which it has worked upon the State School for Dependent and Neglected Children at Sparta. Because there was no other place to send them, literally hundreds of feeble-minded children have been illegally committed to Sparta. Illegally, because the law establishing that school definitely dedicates it to the care of children who are mentally and physically sound. Yet because of their serious mental deficiency, it was recently found necessary to transfer seventy-two of these children to the State Home for Feeble-minded at Chippewa Falls. It was found impossible to properly care for and educate the normal children who needed care at the Sparta school because of the large population of mental defectives.

Subnormals in our reformatories and prisons

Not only are we lowering the educational advantages of normal children in state, city, and especially in rural schools, but we are filling our reformatories, jails, and prisons with law breakers who are mentally subnormal. During the state survey, every inmate of both our child and adult reformatories was given a physical and mental examination by psychiatrists and psychologists. The results showed that less than half of these people were mentally and emotionally normal, while about eleven per cent were definitely feeble-minded. Does anybody believe that we can really "reform" such a heterogeneous group, handling all in the same way and expecting uniform conduct of them? Their needs, educationally and vocationally, are wide apart.

WHAT CAN WE DO ABOUT IT?

This situation cries for relief. We simply dare not be discouraged about it. It is a challenge to every socially minded, intelligent citizen. Here is the program as we see it:

General Census

A state census of feeble-minded, *to be utilized* by the Board of Control, the courts, and legitimately interested agencies. (The beginnings of this are now in the office of the state superintendent of schools.

Each year is adding hundreds to the card catalogued list, as cases are identified, mainly among school children.)

Mental defectives as state wards

Legal recognition of the fact that all mental defectives are potential, if not actual, state charges, with the legislation which this principal involves; i. e., making all persons adjudged feeble-minded by legally qualified examiners, wards of the state.

Feeble-minded delinquents

Substantial increase in the housing facilities of both Chippewa Falls and Union Grove (the northern and southern institutions) with *special provision* in each for groups of defective delinquents. The feeble-minded law breaker is not like and should not be classed or handled with the law breaker who is mentally normal and morally responsible.

Vocational training of high grade defectives in institutions

More complete segregation of custodial cases from higher grade defectives at the two institutions and the establishment of real vocational training schools at each. It has been clearly demonstrated in New York, Massachusetts, and elsewhere, that many high grade defectives can safely go back into their communities, under supervision, if they can be in a training school through the years of adolescent stress and danger, and be taught good habits and some trade or vocation.

Marriage

Some method of rendering effective the law prohibiting the marriage of insane, epileptic, and feeble-minded. This measure is now absolutely disregarded.

Abolish jury trials for release of insane and feeble-minded

A law which takes the release of feeble-minded and insane out of the hands of a lay jury and submits such cases to a commission of experts for decision.

County home schools for feeble-minded children in rural communities

County home schools for feeble-minded children. Even if it were desirable (and it is not) the state schools could never hope to care for all the unfortunate children of this class. Using the conservative figure of two per cent of the school enrollment, any county can readily see how many defective children it has needing special care and training. Give these children their rights and at the same time save the normal ones from the handicap which their presence creates, *especially in the rural schools.*

Such schools should not be custodial. The custodial cases should be cared for at one of the state institutions. These schools should be *vocational* in aim and program, but with primary classes for the younger mental defectives.

Adequate state aid for special classes in public schools in towns and cities

More special classes for these children in the public schools. To this end at least one hundred dollars per annum should be provided out of the state school fund. At this date, October, 1922, there are fifty-two of these classes in twenty-six different cities and towns. Five times this number is needed.

Vocational schools in cities

A system of vocational schools in the cities and towns for the older, high-grade defective boys and girls, when they are ready to leave the special classes in the grade schools.

Courses in mental hygiene

A course in mental hygiene and in abnormal psychology, to be required of *all teachers in training,*—or *in service.* (Oshkosh Normal school will next year open a four-year course for training special teachers of defective and backward children.)

CHAPTER VIII

EDUCATIONAL TESTS AND MEASUREMENTS IN WISCONSIN

INTRODUCTION

A division of the State Department of Public Instruction dealing with educational tests and measurements was established in 1916. From the very beginning the work of the division was well received. A great deal of time had to be taken at first to familiarize the school people of the state with the use and value of standard tests. A large amount of effort was made to set forth in a careful manner the technique of giving and scoring the tests. Instructions complete to the most minute detail were sent out from the central office whenever standard tests were to be given.

This type of publicity was highly successful in acquainting the school people with the principles underlying educational tests and measurements, and with the proper manner of using them. It has shown very clearly that it is possible to teach teachers and supervisors how to give tests in an effective manner. The results which they obtain are consistent with each other both during the same year and throughout a period of years.

The work has now progressed so far that the technique of using the tests no longer occupies the major part of the program. The division is now free to devote most of its time to the problem of follow-up work. The improvement of instruction is the ultimate purpose of all tests and measurements in school systems. If such improvement does not result testing is not worth what it costs. Evidence that educational tests and measurements are helping in an effective way to raise the level of instruction and to increase the efficiency of teaching is presented in Tables 6 to 9.)

RESULTS IN SILENT READING NOVEMBER, 1920

The following is a summary of the results obtained in the testing program for 1920-1921. The results are given in percentiles. Table 1 reads 90 per cent of the pupils in Grade III of the rural schools scored less than 14.5 in comprehension, 75 per cent scored less than 7.75, 50 per cent less than 4.6, 25 per cent less than 2.5, and 10 per cent less than 0.9. The number of children tested was 1027. The standard for Grade III is 8.3*. **Note that the 50 percentile is the median in each case.** All of the tables are read similarly for each grade.

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*Mid-year standard.

RESULTS IN SILENT READING NOVEMBER, 1921

TABLE 1.—MONROE STANDARDIZED SILENT READING TESTS. FORM 2

Grades	Schools	Comprehension						Rate						No. of Cases
		Percentiles					Mid-Year Stand.	Percentiles					Mid-Year Stand.	
		90	75	50	25	10		90	75	50	25	10		
III Test 1	Rural	14.5	7.75	4.6	2.5	0.9	8.3	75	63	41	12	2	63	1,027
	State Graded	12.8	8.6	5.0	2.3	0.9	8.3	77	66	49	34	15	63	241
IV Test 1	Rural	21.0	15.0	9.65	5.6	2.0	13.3	98	77	64	53	16	77	1,112
	State Graded	18.7	13.5	10.0	7.0	3.5	13.3	99	77	67	52	34.5	77	281
V Test 1	Rural	29.5	22.0	14.2	9.0	5.5	17.2	122	102	77	70	62	98	1,160
	State Graded	25.1	19.6	14.8	10.6	6.5	17.2	122	107	91	69	49	98	261
VI Test 2	Rural	32.0	22.5	14.0	9.0	5.7	18.1	147.5	118	102	71	50	116	1,091
	State Graded	29.8	22.5	14.6	10.6	7.9	18.1	158	138	106	77	53	116	116
	Cities & Vill.	35.4	26.5	20.3	14.1	10.3	18.1	144	119	98	81	55	116	386
VII Test 2	Rural	40.2	27.75	20.5	13.0	9.0	26.0	161	139	112	83	70	130	853
	State Graded	36.4	26.3	20.0	13.1	9.2	26.0	157	118	113	86	73	130	130
	Cities & Vill.	39.1	32.3	24.3	18.6	12.9	26.0	146	140	105	89	66	130	665
VIII Test 2	Rural	43.0	32.5	23.5	15.8	13.0	28.2	164	147	117	100	75	133	965
	State Graded	35.4	30.7	24.7	16.9	11.3	28.2	160	142	118	102	74	133	133
	Cities & Vill.	37.2	29.4	23.9	18.1	13.5	28.2	144	140	110	92	78	133	653
IX Test 2	Cities & Vill.	40.8	31.4	25.7	19.4	14.7	--------	146	140	109	88	68	--------	2,925
X Test 2	Cities & Vill.	41.1	34.3	25.5	19.9	14.9	--------	143	132	102	87	66	--------	1,431
XI Test 2	Cities & Vill.	42.6	36.8	27.4	21.7	17.0	--------	145	143	108	91	79	--------	1,014
XII Test 2	Cities & Vill.	43.0	36.5	29.9	21.2	16.9	--------	144	140	110	92	78	--------	986

Note: Test 2 was given in the high school grades

The following tables give a summary of the results obtained in each test.

TABLE 2.—THORNDIKE-McCALL READING TESTS—T SCORES

Grades	Schools	Percentiles					Mid-Year Stand.	No. of Cases
		90	75	50	25	10		
II	Rural	33.6	30.4	27.8	22.0	22.0	26.0	718
	State Graded	34.7	30.6	27.4	22.0	22.0	26.0	147
	Cities & Villages	38.8	35.0	31.1	28.0	24.0	26.0	492
III	Rural	40.9	37.4	33.8	30.0	26.4	33.7	1,844
	State Graded	41.8	38.5	35.4	32.4	27.7	33.7	278
	Cities & Villages	44.9	41.0	37.1	33.5	29.7	33.7	1,035
IV	Rural	45.9	39.9	38.1	34.7	30.9	39.6	1,691
	State Graded	47.0	43.6	40.2	36.9	34.0	39.6	278
	Cities & Villages	49.6	45.5	41.5	38.0	34.4	39.6	1,128
V	Rural	51.1	46.5	41.8	38.5	35.5	44.9	1,865
	State Graded	52.0	48.5	44.4	40.8	36.5	44.9	317
	Cities & Villages	54.6	50.0	45.5	42.0	37.2	44.9	1,128
VI	Rural	55.4	50.9	45.7	41.1	38.1	50.9	1,791
	State Graded	57.6	52.7	47.2	42.4	39.3	50.9	276
	Cities & Villages	59.1	54.4	49.4	44.1	39.7	50.9	1,036
VII	Rural	58.7	54.3	49.4	44.5	40.8	56.0	1,588
	State Graded	64.1	57.3	52.3	47.5	44.0	56.0	291
	Cities & Villages	64.4	58.7	54.0	48.7	44.1	56.0	1,036
VIII	Rural	62.0	57.5	52.6	47.5	42.7	59.6	1,608
	State Graded	66.8	59.4	54.6	49.6	44.4	59.6	226
	Cities & Villages	67.8	61.2	56.3	51.5	46.3	59.6	968
IX	State Graded	68.6	64.4	59.3	54.4	48.8	61.5	44
	Cities & Villages	69.6	64.5	58.1	53.6	49.0	61.5	1,100
X	Cities & Villages	73.2	67.0	60.6	55.7	51.8	62.9	716
XI	Cities & Villages	76.2	69.8	65.0	58.6	53.7	64.5	486
XII	Cities & Villages	80.4	73.4	66.5	60.3	57.1	66.8	404

TABLE 3.—THORNDIKE-MCCALL READING TEST—READING QUOTIENTS

Grades	Schools	Percentiles					Mid-Year Stand.	No. of Cases
		90	75	50	25	10		
II	Rural	113.4	99.8	86.4	75.9	67.2	100	685
	State Graded	115.5	102.9	87.8	77.3	66.8	100	147
	Cities & Villages	128.8	115.0	100.7	86.5	76.6	100	595
III	Rural	117.8	105.5	93.3	80.7	69.6	100	1,751
	State Graded	129.6	109.1	96.0	86.1	71.6	100	278
	Cities & Villages	129.9	116.5	104.9	90.6	79.4	100	1,261
IV	Rural	117.9	105.3	93.8	82.2	74.7	100	1,625
	State Graded	121.7	110.6	99.2	85.7	73.9	100	278
	Cities & Villages	128.4	116.2	104.0	91.2	75.5	100	1,817
V	Rural	119.9	106.3	94.2	83.4	74.0	100	1,827
	State Graded	123.4	110.2	99.0	85.9	76.0	100	317
	Cities & Villages	127.8	114.2	101.3	88.0	76.4	100	1,483
VI	Rural	119.1	106.6	93.6	82.2	72.7	100	1,724
	State Graded	122.8	110.0	96.3	82.5	73.1	100	276
	Cities & Villages	127.2	114.2	101.1	87.1	78.7	100	1,399
VII	Rural	116.2	104.9	93.4	82.5	73.2	100	1,514
	State Graded	122.0	109.3	98.4	86.5	77.3	100	291
	Cities & Villages	126.9	109.4	102.5	89.8	78.8	100	1,336
VIII	Rural	115.6	103.9	92.5	82.7	73.9	100	1,545
	State Graded	120.2	108.0	96.2	85.8	75.3	100	227
	Cities & Villages	124.0	111.6	99.6	88.1	80.0	100	1,166
IX	State Graded	121.0	110.8	98.0	90.0	82.3	100	44
	Cities & Villages	118.1	107.2	96.1	86.1	77.9	100	1,027
X	Cities & Villages	115.9	104.0	99.5	88.4	78.6	100	731
XI	Cities & Villages	121.1	103.5	93.3	84.8	76.4	100	453
XII	Cities & Villages	110.6	101.5	90.6	81.6	74.3	100	449

Tables 1 to 3 show the relative achievement of one-room rural schools, state graded schools, and schools in cities and villages. It is generally assumed that the rural schools are behind in their output. Table 1 shows that such is not always the case when good readers are considered. The upper ten per cent of the rural pupils in these Tables are usually ahead of the corresponding portion in other schools. The difference between the one-room rural schools and other schools is in general less than would be expected. In only two cases do we find a percentile of rural school pupils more than a year and a half behind the corresponding percentile in the city and village schools.

While the achievement of the rural schools compares favorably with that of villages, neither is as good as it should be. About three-fourths of the grade medians in all the schools are below the standard. The amount of retardation based upon the differences between the medians and the standard is equivalent to a year and a half in some cases.

OVERLAPPING IN GRADES

It must not be forgotten that the median or average achievement is not the only factor to be considered. Of even greater importance from the standpoint of the local situation is the spread of the scores. From the standpoint of economy, it is as important to know how much the poorest and brightest of the class are doing and are capable of doing as it is to know the same things for the average of the group. For every child in the class who is one year or more retarded the teacher must spend additional nervous energy. The presence of every such child means an increase of friction in the educational machine. Besides wasting the vital force of the teacher, one must reckon upon the waste of time which results when the upper three-fourths of the class has to wait while the teacher strives to bring up the lowest quartile.

Even more harmful is the situation of those children who are one year or more in advance of their grade. These children do not have enough to do. They do not get a taste of what real work is. In this way the school may even become a training place for idleness, laziness, and conceit.

The amount of overlapping in reading is difficult to estimate from Table 1 because of an unfortunate break in the Monroe Tests between grades five and six. The following facts, however, can be obtained from the data. In Grade V the percentage of retarded children is as follows:

	Rural	State Graded
One year	28%	22%
Two years	12%	8%

The percentage of children in Grade III who attain the fourth and fifth grade reading levels:

	Rural	State Graded
Fourth	15%	22%
Fifth	2.5%	5%

The percentage of retarded children in Grade VIII:

	Rural	State Graded	City and Village
One year	36%	36%	53%
Two years	22%	24%	40%

The percentage of children in Grade VI who attain the seventh and eighth grade levels:

	Rural	State Graded	City and Village
Seventh	26%	31%	45%
Eighth	19%	20%	34%

Thus it is evident that the problem of overlapping is a serious one. The remedy to this situation calls for either reclassification upon a large scale, or an equally large enrichment of the curriculum. Educational authorities are not agreed as to which of these is the preferable solution. Much experimentation is needed with both types. In the meantime it is safe to say that either of them is better than nothing.

The seriousness of the retardation question is shown further in Tables 4 and 5. Particularly striking is the per cent of high school pupils in Table 4 who fail to read as well as sixth grade pupils should read. In every ninth grade class, for example, an average of 31% of the pupils is retarded more than two years in their ability to comprehend what they read. Many beginning pupils in the high school read so poorly that they are foredoomed to fail. Others can get through, but only at the expense of two or three times as much time as should be required.

TABLE 4.—RETARDATION

PER CENT OF THOSE WHO FAILED TO EXCEED THE SIXTH GRADE END-OF-YEAR STANDARD IN COMPREHENSION—MONROE STANDARDIZED SILENT READING TESTS, FORM 2 CITIES AND VILLAGES

	VI	VII	VIII	IX	X	XI	XII
Per Cent	53	44	34	31	29	22	21
Number of Cases	386	665	653	2,925	1,431	1,014	986

TABLE 5

PER CENT OF RETARDATION AND ACCELERATION ACCORDING TO T SCORES THORNDIKE-McCALL TEST

Grades	Schools	Accelerated more than 5 years	Accelerated more than 4 years	Accelerated more than 3 years	Accelerated more than 2 years	Accelerated more than 1 year	Per cent normal	Retarded more than 1 year	Retarded more than 2 years	Retarded more than 3 years	Retarded more than 4 years	Retarded more than 5 years	Retarded more than 6 years	Number of cases
II	Rural	----	----	----	1	10	----	----	----	----	----	----	----	718
	State Graded	----	----	----	2	16	----	----	----	----	----	----	----	147
	Cities & Villages	----	----	2	8	30	----	----	----	----	----	----	----	492
III	Rural	----	----	----	3	24	69	7	----	----	----	----	----	1,878
	State Graded	----	----	----	4	22	70	8	----	----	----	----	----	278
	Cities & Villages	----	----	2	10	34	64	2	----	----	----	----	----	1,035
IV	Rural	----	----	----	2	10	71	19	2	----	----	----	----	1,719
	State Graded	----	----	----	2	14	72	14	1	----	----	----	----	278
	Cities & Villages	----	----	2	7	28	61	11	----	----	----	----	----	1,128
V	Rural	----	----	1	3	11	53	36	5	----	----	----	----	1,905
	State Graded	----	----	2	6	15	64	21	5	----	----	----	----	317
	Cities & Villages	----	----	2	6	24	59	17	3	----	----	----	----	1,128
VI	Rural	2	2	3	4	10	46	44	15	----	----	----	----	1,815
	State Graded	2	3	3	5	15	52	33	14	----	----	----	----	276
	Cities & Villages	2	4	5	6	9	63	28	10	----	----	----	----	1,036
VII	Rural	2	4	4	5	9	33	58	27	6	----	----	----	1,619
	State Graded	5	8	10	12	17	38	45	13	1	----	----	----	291
	Cities & Villages	6	10	11	13	12	49	39	12	2	----	----	----	1,036
VIII	Rural	----	5	9	10	11	27	62	40	16	2	----	----	1,631
	State Graded	----	9	14	15	17	23	60	31	14	2	----	----	226
	Cities & Villages	----	12	18	21	24	28	48	26	8	2	----	----	968
IX	State Graded	----	----	20	27	32	18	50	34	14	7	----	----	44
	Cities & Villages	----	----	18	26	28	13	59	39	15	4	2	----	1,100
X	Cities & Villages	----	----	----	26	30	13	57	43	26	9	2	----	716
XI	Cities & Villages	----	----	----	----	37	18	45	41	29	15	4	----	486
XII	Cities & Villages	----	----	----	----	----	----	40	35	32	21	10	3	404

Table 5 shows the retardation and acceleration according to T Scores. The amount of the spread is extremely striking. The Thorndike-McCall Test covers twelve grades yet it is possible to measure the complete spread in only four of them. In grade seven ten grade levels of reading ability are represented. Seventh grade teachers are teaching pupils whose reading ability ranges from below the fourth grade to above the twelfth grade level. If reading ability as measured by the Thorndike-McCall Test means anything, we are facing a problem in silent reading instruction which is one of the major educational questions of our time.

WHAT CAN BE DONE

The situation with regard to silent reading is serious, but it can be improved with comparative ease if suitable remedial measures are used, and if additional work is provided for those who are accelerated. The effects of remedial instruction are shown in Tables 6 to 9.

Table 6

Improvement in Reading Ability in One-Room Rural Schools in Seven Counties as a Result of Remedial Treatment—Monroe Standardized Silent Reading Tests—Forms 1 and 2

(Intervening period 4 to 5 months)

Grades		Comprehension					Rate					No. of Cases
		Percentiles					Percentiles					
		90	75	50	25	10	90	75	50	25	10	
III	B*	10.7	7.6	4.2	2.1	0.8	77	65	46	26	8	149
	A*	16.7	13.2	9.2	6.3	3.6	100	88	72	51	38	149
IV	B	16.7	12.6	8.3	4.5	1.8	97	76	64	43	31	200
	A	24.1	18.6	13.2	9.0	5.8	120	108	86	69	59	200
V	B	24.0	17.2	12.6	8.6	4.8	112	101	76	65	45	184
	A	27.5	22.1	17.2	12.4	7.9	143	119	96	81	66	184
VI	B	28.9	19.6	13.1	9.1	5.3	141	118	102	74	51	200
	A	34.4	27.5	20.3	15.0	10.6	146	143	128	103	85	200
VII	B	30.3	24.5	17.4	11.7	6.4	145	134	108	83	54	136
	A	39.8	33.5	26.0	20.0	13.2	146	145	136	104	92	136
VIII	B	36.1	29.5	23.6	18.6	11.7	146	141	117	101	77	171
	A	44.8	39.6	31.5	24.9	18.4	146	146	143	132	100	171

Table 7

Improvement in Terms of Comprehension Score Units—Monroe Standardized Silent Reading Tests—Forms 1 and 2

(Intervening period 4 to 5 months)

Grades	Percentiles					Stand.	Cases No. of
	90	75	50	25	10		
III	6.0	5.6	5.0	4.2	2.8	----------	149
IV	7.4	6.0	4.9	4.5	4.0	6.0	200
V	3.5	4.9	4.6	3.8	3.1	5.5	184
VI	5.5	7.9	.7.2	5.9	5.3	----------	200
VII	9.5	9.0	8.6	8.3	6.8	3.5	136
VIII	8.7	10.1	7.9	6.3	6.7	2.8	171

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* B—Scores before remedial instruction.
A—Scores after remedial instruction.

TABLE 8

IMPROVEMENT IN READING ABILITY IN ONE-ROOM RURAL SCHOOLS IN FIVE COUNTIES AS A RESULT OF REMEDIAL TREATMENT—THORNDIKE-McCALL READING TESTS

(Intervening period 4 to 5 months)

Scores

Grades		Percentiles					No. of Cases
		90	75	50	25	10	
II	B*	37.2	33.6	29.7	27.8	26.1	42
	A*	41.3	38.0	35.8	32.8	28.0	42
III	B	41.0	37.5	34.1	30.0	27.2	128
	A	50.1	43.5	39.5	36.5	33.9	128
IV	B	47.2	42.0	38.5	35.0	31.2	198
	A	53.1	48.4	43.1	39.4	35.2	198
V	B	52.0	47.2	41.7	38.6	35.8	154
	A	60.0	54.6	49.3	44.2	40.5	154
VI	B	54.3	49.0	43.6	40.1	37.9	148
	A	59.7	54.7	50.1	44.8	40.5	148
VII	B	56.4	52.8	48.3	44.3	40.8	146
	A	67.7	59.9	57.5	49.1	45.3	146
VIII	B	60.4	55.6	50.8	46.0	41.0	174
	A	70.1	65.5	59.3	52.2	47.1	174

TABLE 9

IMPROVEMENT IN TERMS OF T SCORE UNITS—THORNDIKE-McCALL READING TESTS

(Intervening period 4 to 5 months)

Grades	Percentiles					Stand.	No. of Cases
	90	75	50	25	10		
II	4.1	4.4	6.1	5.0	1.9	3.9	42
III	9.1	6.0	5.4	6.5	6.7	3.0	128
IV	5.9	6.4	4.6	4.4	4.0	2.7	198
V	8.0	7.4	7.6	5.6	4.7	3.0	154
VI	5.4	5.7	6.5	4.7	2.6	2.6	148
VII	11.3	7.1	9.2	4.8	4.5	1.8	146
VIII	9.7	9.9	8.5	6.2	6.1	0.8	174

The average yearly improvement according to the Monroe standards of comprehension is 5 points. The average improvement actually obtained for all grades was 6.3 points in comprehension and it was gotten in *a half year*. The average improvement on the Thorndike-McCall Scale for a half year is 2.8 points in T Scores. That actually obtained for 990 children was 6.2. Thus in these counties the progress of the children was more than double the normal rate in spite of the poor conditions under which teachers work in one-room rural schools.

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* B—Scores before remedial instruction.
A—Scores after remedial instruction.

It is possible, therefore, even under the present conditions and circumstances of the rural schools of Wisconsin to raise the level of instruction in these schools at a rate heretofore undreamed of.

RESULTS IN THE FUNDAMENTALS OF ARITHMETIC

Tests were given in the fundamentals of arithmetic during the first half of the biennium. During the second half tests were given in the reasoning problems. A comparison of the results in the fundamentals obtained in the different types of schools is given in Tables 10 to 13 inclusive.

TABLE 10

WOODY-THEISEN PARALLEL ARITHMETIC TESTS—JANUARY 1921

Addition

Grades	Schools	Percentiles					Stand.	No. of Cases
		90	75	50	25	10		
III	Rural	20.2	17.7	14.2	11.1	8.0	14.5	955
	State Graded	19.4	16.4	13.4	10.3	6.6	14.5	258
	Cities & Villages	20.6	17.8	14.7	12.1	9.5	14.5	485
IV	Rural	23.2	20.9	18.1	15.0	12.3	18.8	926
	State Graded	23.8	21.8	19.1	15.8	13.0	18.8	241
	Cities & Villages	23.3	21.5	19.2	16.6	13.8	18.8	576
V	Rural	26.8	23.5	20.8	17.7	15.1	23.1	963
	State Graded	27.2	23.9	21.4	18.3	15.0	23.1	205
	Cities & Villages	28.2	25.7	23.1	20.4	17.8	23.1	566
VI	Rural	34.5	28.9	24.2	20.6	17.9	29.8	772
	State Graded	32.3	28.5	24.1	20.7	17.3	29.8	212
	Cities & Villages	34.0	31.5	28.1	23.6	20.5	29.8	544
VII	Rural	34.5	31.1	26.9	22.8	18.4	32.4	741
	State Graded	33.9	31.0	27.65	24.0	19.3	32.4	176
	Cities & Villages	35.7	33.2	29.5	25.3	21.8	32.4	607
VIII	Rural	36.4	33.6	28.7	24.9	21.6	34.0	837
	State Graded	35.5	33.4	31.4	27.7	23.7	34.0	137
	Cities & Villages	36.6	34.9	31.7	27.1	22.2	34.0	606

TABLE 11

WOODY-THEISEN PARALLEL ARITHMETIC TESTS—JANUARY 1921

Subtraction

Grades	Schools	Percentiles 90	75	50	25	10	Stand.	No. of Cases
III	Rural	18.4	15.5	12.2	9.5	6.0	11.2	939
	State Graded	17.6	15.0	12.35	9.7	5.6	11.2	249
	Cities & Villages	18.9	16.4	13.4	10.5	7.4	11.2	538
IV	Rural	21.6	19.6	16.5	12.7	9.7	15.7	901
	State Graded	20.7	18.6	15.5	12.5	10.8	15.7	253
	Cities & Villages	21.6	19.7	17.3	14.2	11.4	15.7	603
V	Rural	24.7	22.5	20.0	17.2	13.2	20.4	921
	State Graded	24.7	22.6	20.1	17.2	13.95	20.4	197
	Cities & Villages	26.9	24.4	21.9	19.3	16.2	20.4	604
VI	Rural	29.5	25.6	22.5	19.6	16.7	25.0	887
	State Graded	29.0	26.6	23.6	21.0	18.0	25.0	219
	Cities & Villages	31.9	29.1	25.3	22.4	19.9	25.0	577
VII	Rural	32.2	29.0	24.8	21.8	19.3	28.5	723
	State Graded	31.8	28.6	25.4	22.3	20.1	28.5	176
	Cities & Villages	33.5	31.4	28.4	24.2	21.7	28.5	564
VIII	Rural	33.8	31.4	27.8	24.3	21.2	31.7	819
	State Graded	33.7	31.4	28.5	24.9	23.0	31.7	151
	Cities & Villages	34.7	33.3	30.9	27.1	23.0	31.7	567

TABLE 12

WOODY-THEISEN PARALLEL ARITHMETIC TESTS—JANUARY 1921

Multiplication

Grades	Schools	Percentiles 90	75	50	25	10	Stand.	No. of Cases
III	Rural	14.4	10.4	7.3	5.0	3.3	4.7	839
	State Graded	10.9	7.9	5.9	3.8	2.6	4.7	248
	Cities & Villages	11.7	9.3	7.4	5.4	3.2	4.7	437
IV	Rural	19.7	16.4	12.5	8.8	6.0	11.1	923
	State Graded	20.0	16.7	13.0	8.8	6.3	11.1	242
	Cities & Villages	20.1	17.9	14.9	11.7	8.5	11.1	573
V	Rural	24.3	20.5	17.0	13.9	9.4	18.3	923
	State Graded	22.1	19.9	17.3	13.6	10.2	18.3	202
	Cities & Villages	26.4	22.3	19.6	17.0	14.1	18.3	569
VI	Rural	30.6	28.3	21.3	17.1	13.0	26.1	865
	State Graded	29.7	25.7	21.3	16.9	12.8	26.1	218
	Cities & Villages	34.0	27.7	26.5	21.6	16.7	26.1	536
VII	Rural	34.3	31.1	26.6	21.6	17.6	30.6	740
	State Graded	34.4	31.6	27.3	22.7	19.0	30.6	178
	Cities & Villages	35.9	33.4	30.1	25.4	20.5	30.6	601
VIII	Rural	36.2	33.3	30.1	24.5	21.5	32.9	802
	State Graded	35.7	33.8	31.3	26.6	21.45	32.9	152
	Cities & Villages	36.8	34.7	31.6	27.9	22.8	32.9	599

TABLE 13

WOODY-THEISEN PARALLEL ARITHMETIC TESTS—JANUARY 1921

Division

Grades	Schools	Percentiles					Stand.	No. of Cases
		90	75	50	25	10		
IV	Rural	17.7	14.5	11.6	10.3	4.8	9.9	750
	State Graded	15.1	13.4	10.8	8.6	6.65	9.9	251
	Cities & Villages	17.7	15.5	13.2	11.0	9.0	9.9	562
V	Rural	23.3	19.4	15.7	15.1	9.4	16.5	881
	State Graded	21.8	19.1	15.6	12.4	10.1	16.5	214
	Cities & Villages	24.6	22.0	18.2	14.6	12.2	16.5	600
VI	Rural	29.5	25.1	20.5	15.9	12.8	23.8	754
	State Graded	27.75	24.3	19.7	15.25	13.0	23.8	210
	Cities & Villages	31.7	28.5	24.5	19.6	15.1	23.8	566
VII	Rural	31.3	28.0	23.9	19.7	16.1	27.4	667
	State Graded	31.2	29.7	24.9	21.8	16.55	27.4	172
	Cities & Villages	33.8	30.5	26.7	22.5	18.8	27.4	621
VIII	Rural	33.6	30.3	26.1	22.5	18.8	30.1	814
	State Graded	33.6	30.8	27.3	24.0	20.55	30.1	168
	Cities & Villages	34.2	32.1	28.9	25.3	21.0	30.1	637

The results in arithmetic fundamentals, like those in reading show that the three types of schools are not more than one year apart. In all schools the upper grades are below standard. In general the achievement of the one-room schools and of the state graded schools is behind that of the city and village schools. The one-room rural schools and the state graded schools are about equal. In 115 percentiles, the one-room schools exceeded or equaled the state graded schools 58 times.

Overlapping is also a serious problem in the fundamentals of arithmetic. The lowest ten per cent in the eighth grade can seldom equal the best ten per cent in the fifth grade. The lowest ten per cent in the sixth grade achieves about as much as the median of the fourth grade while the best ten per cent of the sixth grade usually exceeds the eighth grade median. Thus the sixth grade teachers are in reality trying to teach five grades at once instead of only one.

RESULTS IN ARITHMETICAL REASONING

In arithmetical reasoning (Table 14), all of the schools are from a half year to a year and a half below standard. The different types of schools are nearer alike than would ordinarily be expected. It is clear that there is a need everywhere for better methods of teaching reasoning in arithmetic.

TABLE 14

BUCKINGHAM SCALE FOR PROBLEMS IN ARITHMETIC

Grades	Schools	Percentiles					Stand.	No. of Cases
		90	75	50	25	10		
III	Rural	45.6	39.2	33.8	28.8	0.0	39	818
	State Graded	43.1	38.9	35.2	31.4	27.4	39	74
	Cities & Villages	44.8	39.8	35.6	30.8	25.6	39	1,330
IV	Rural	50.0	46.1	39.8	34.3	29.2	45	104
	State Graded	51.3	48.1	43.4	36.9	32.8	45	74
	Cities & Villages	51.7	49.8	43.0	39.0	32.3	45	1,372
V	Rural	59.7	57.2	52.3	46.2	0.0	61	699
	State Graded	60.0	56.9	52.2	48.5	45.7	61	82
	Cities & Villages	63.9	58.9	54.4	48.6	43.8	61	1,222
VI	Rural	66.0	60.8	56.7	51.3	45.8	66	791
	State Graded	71.1	64.6	58.8	53.1	49.7	66	47
	Cities & Villages	69.3	64.7	59.2	55.1	49.8	66	1,233
VII	Rural	81.4	77.8	70.0	65.7	0.0	80	558
	State Graded	86.4	81.8	75.4	69.3	66.1	80	60
	Cities & Villages	82.6	78.0	72.0	66.6	0.0	80	887
VIII	Rural	86.3	80.0	75.2	68.3	65.0	84	761
	State Graded	88.4	85.0	79.3	73.8	70.0	84	71
	Cities & Villages	89.5	84.0	77.9	71.2	66.3	84	928

RE-SULTS IN SPELL-ING

In spelling (Table 15), all types of schools are above standard in grades three and four. All are below in grade five. In grade six, seven, and eight, the city and village schools are above standard.

TABLE 15

IOWA STATE SPELLING LISTS

Grades	Schools	Percentiles					Stand.	No. of Cases
		90	75	50	25	10		
III	Rural	48.5	46.2	40.7	29.0	13.2	36.5	276
	State Graded	49.7	48.2	44.1	35.7	25.0	36.5	240
	Cities & Villages	49.0	47.2	43.3	34.6	22.2	36.5	2,539
IV	Rural	48.8	45.7	38.9	29.0	15.8	36.5	248
	State Graded	50.0	48.4	43.6	30.3	15.2	36.5	227
	Cities & Villages	50.0	49.7	43.0	33.3	21.6	36.5	2,307
V	Rural	47.1	42.3	32.6	21.6	11.9	36.5	255
	State Graded	46.6	42.0	34.0	23.0	13.3	36.5	220
	Cities & Villages	47.3	43.6	35.3	23.8	15.8	36.5	2,276
VI	Rural	46.6	41.5	32.6	22.4	10.8	36.5	211
	State Graded	47.6	44.4	37.8	26.6	12.3	36.5	223
	Cities & Villages	48.5	45.3	39.2	30.0	19.9	36.5	2,207
VII	Rural	47.5	43.4	33.4	21.7	12.6	36.5	202
	State Graded	45.6	40.5	32.9	22.1	13.1	36.5	201
	Cities & Villages	47.7	44.3	37.3	27.6	17.7	36.5	1,927
VIII	Rural	45.7	40.9	33.5	23.5	15.4	36.5	192
	State Graded	47.0	44.0	34.9	26.5	15.7	36.5	227
	Cities & Villages	47.9	44.6	38.0	31.3	19.4	36.5	1,835

In language (Table 16), the returns from all of the rural schools are below standard.

RESULTS IN LANGUAGE

TABLE 16

CLAPP'S STANDARD TESTS—CORRECT ENGLISH

Grades	Schools	Percentiles					May 1920 Stand.	No. of Cases
		90	75	50	25	10		
V	Rural	74.2	66.7	56.1	43.0	28.4	66.4	415
	Cities & Villages	81.0	74.0	65.0	54.3	43.4	66.4	727
VI	Rural	79.6	73.8	64.9	55.5	43.3	71.1	337
	Cities & Villages	85.6	79.4	72.5	63.0	51.5	71.1	713
VII	Rural	84.3	74.2	72.0	58.8	55.0	76.0	330
	Cities & Villages	87.6	81.7	73.6	64.0	54.4	76.0	785
VIII	Rural	88.6	81.4	76.5	68.5	60.6	79.5	321
	Cities & Villages	91.0	86.8	80.9	72.4	63.7	79.5	755

TABLE 17

THE INTELLIGENCE OF THE PUPILS IN THE HIGH SCHOOLS OF WISCONSIN
HAGGERTY INTELLIGENCE EXAMINATION DELTA 2, OCTOBER, 1920
(53 CITIES AND VILLAGES)

TESTS IN HIGH SCHOOLS

Grades	Percentiles					Stand.	No. of Cases
	90	75	50	25	10		
VI	118	103	92	72	59	96	195
VII	126	112	98	87	72	110	279
VIII	137	124	112	98	84	120	392
IX	133	129	117	104	92	130	2,074
X	145	135	124	111	101	----------	1,234
XI	150	142	131	120	105	----------	886
XII	155	147	137	126	118	----------	759

The class medians as found in Wisconsin are considerably lower than the standards given by Haggerty. This is undoubtedly due to the fault of the test rather than to any tendency toward low mentality on the part of the pupils. Age standards are always more satisfactory. Table 18 shows how Wisconsin pupils rank in comparison with Haggerty's age norms.

TABLE 18

SUMMARY OF SCORES IN INTELLIGENCE BY PERCENTILES FOR EACH AGE HAGGERTY INTELLIGENCE EXAMINATION DELTA 2—OCTOBER 1920 (53 CITIES AND VILLAGES)

Ages	Percentiles					Stand.	No. of Cases
	90	75	50	25	10		
20-21	154	142	135	122.5	117	----------	18
19-20	152	142	128	111	98	----------	57
18-19	145.5	140	128.8	114.7	108	----------	269
17-18	148	143	129	115	100	----------	544
16-17	147	137	125	111	97	----------	980
15-16	145	137	121	106	92	120	1,139
14-15	141	132	123	106	93	107	1,158
13-14	139	127	113	98	83	98	587
12-13	132	124	106	91	70	82	241
11-12	117	99	82	65	51	71	144
10-11	115	90	73	57	39	60	137
9-10	86	76	60	41	30	49	114
8- 9	78	51	48.5	32	22	34	58
7 8	75	71	32.5	17	10	----------	11

A comparison of Tables 17 and 18 shows that the Wisconsin median intelligence is about as far above the age norm as it is below the grade standard.

Mental Age Grade Table

The invention of intelligence tests has made all of the voluminous literature on age grade statistics out of date. Since the ability to do school work is conditioned upon brain power rather than the number of months one has lived, it is evident that the mental age grade situation is the one which is of most significance for school work. A fifteen year old child who has only a twelve year old mind is not seriously retarded in the sixth grade. On the other hand, a twelve year old with a fifteen year intelligence is seriously retarded in that grade. In such cases the ordinary chronological age-grade table shows exactly the opposite of what is really true. Tables 19 and 20 are therefore very significant.

TABLE 19

MENTAL AGE GRADE TABLE

Ages	VI	VII	VIII	IX	X	XI	XII	Total
Less than 8	1	--------	--------	--------	--------	--------	--------	1
8-9	4	1	2	1	1	--------	--------	9
9-10	4	2	1	3	--------	--------	--------	10
10-11	18	9	6	10	2	1	--------	46
11-12	22	17	8	29	2	5	--------	83
12-13	31	29	24	73	15	6	1	179
13-14	39	63	52	225	73	33	13	498
14-15	22	60	98	555	246	108	45	1,134
15-16	10	15	34	248	112	59	46	524
16 and up	14	35	113	851	623	576	563	2,775
Total	165	231	338	1,995	1,074	788	668	5,259

TABLE 20

Per Cent of Pupils Who Are More Than One Year Accelerated		Per Cent of Pupils Who Are More Than One Year Retarded	
Grade	Per Cent	Grade	Per Cent
VI	16	VI	28
VII	13	VII	22
VIII	12	VIII	33
IX	17	IX	24*
X	8		
XI	19		
Average	14	Average	27

According to Table 20, fourteen per cent of the pupils are classified too high for the mental ability which they possess. These pupils are either a handicap to the progress of the class, or they are in danger of overstrain. On the other hand, Table 20 shows an average of twenty-seven per cent who are classified too low. The ordinary work of the class is not sufficient for them. If no more than this is expected of them they are greatly in danger of being educated in indolence only. It should be remembered also that these pupils are the most valuable asset of the nation. Only through these may our democracy hope to escape a deadening mediocrity. To force these pupils to do the "lock step" would be a fatal blunder. To help them to develop to the utmost the best that is in them is a problem of first magnitude at this time.

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* Estimated.

RESULTS OBTAINED IN ALGEBRA

TABLE 21

HOTZ ALGEBRA TESTS—MARCH 1921—36 HIGH SCHOOLS

Tests	Percentiles					Nine Months Stand.	Six Months Stand.	No. of Cases
	90	75	50	25	10			
Addition & Subtraction	20.9	18.6	14.8	11.5	8.5	12.9	14.4	1,055
Multiplication & Division	20.1	18.5	16.2	13.2	10.6	14.0	16.3	1,101
Equations & Formulae	19.7	17.2	14.2	10.8	7.6	14.3	16.0	1,494
Problems	10.7	8.9	7.1	5.3	3.9	6.5	7.5	1,636

Results Obtained in Latin

In Latin, Tables 22-23, the first year pupils are below standard while the second and third year groups show satisfactory medians.

TABLE 22

HENMON LATIN TESTS—VOCABULARY—SCALE VALUES

	Percentiles					Stand.	No. of Cases
	90	75	50	25	10		
½ Year Pupils	49.6	44.5	36.0	28.1	22.5	----------	422
1 Year Pupils	81.2	79.2	68.7	60.0	48.4	71	119
1½ Year Pupils	97.0	89.5	78.0	62.3	47.6	----------	338
2 Year Pupils	105.3	100.3	93.1	74.8	58.3	84	89
2½ Year Pupils	99.7	96.3	91.1	83.7	73.9	----------	69
3 Year Pupils	106.6	103.1	97.0	91.4	72.5	95	26
3½ Year Pupils	104.0	99.3	95.0	84.8	68.0	----------	28

TABLE 23

HENMON LATIN TESTS—SENTENCES—SCALE VALUES

	Percentiles					Stand.	No. of Cases
	90	75	50	25	10		
½ Year Pupils	8.6	6.9	5.3	3.7	1.5	----------	422
1 Year Pupils	14.8	11.3	7.7	5.4	4.1	9.5	119
1½ Year Pupils	23.6	18.8	12.0	7.0	3.3	----------	338
2 Year Pupils	33.1	28.7	22.1	11.6	7.3	16.0	89
2½ Year Pupils	33.6	28.2	21.8	16.0	10.9	----------	69
3 Year Pupils	33.9	33.3	27.0	16.5	12.3	25.0	26
3½ Year Pupils	33.2	29.0	20.0	12.7	5.8	----------	28

RESULTS OBTAINED IN TEACHER TRAINING INSTITUTIONS

Tables 24-28 show the results obtained by testing those who were seniors last year in the rural departments of the teacher training institutions. Table 28 shows the per cent of these students who achieve on the tests less than some of those whom they are now teaching. The per cents in Table 28 are large only in the case of reasoning in arithmetic. It is decidedly true that more training should be given in the teacher training institutions in this particular sort of work. Neglect of this matter will bring about a situation in which "the blind are leading the blind." In fact it is a calamity if in a single rural school there are pupils who know more than the teacher in the ordinary subjects of the elementary school. It is probably even worse for teachers to teach pupils who are older mentally than themselves. The per cents in Table—*should all be zero.* It is hoped that some day in the near future no teacher training institutions will allow such pupils as those represented in Table 28 to go out as teachers.

TABLE 24

TERMAN GROUP TEST OF MENTAL ABILITY FORM A—TEACHER TRAINING INSTITUTES (RURAL DEPARTMENTS)

Schools	Percentiles					Eighth Grade Stand.	No. of Cases
	90	75	50	25	10		
County Training Schools	182.7	167.8	146.4	123	103	92.5	323
High School Training Depts.	183.5	165.4	145.6	127.4	107.7	92.5	334
Rural Depts. in State Normals	190.5	171.9	151.0	127.4	107.5	92.5	259

TABLE 25

BUCKINGHAM SCALE FOR PROBLEMS IN ARITHMETIC FORM 1, DIVISION III —TEACHER TRAINING INSTITUTIONS (RURAL DEPARTMENTS)

Schools	Percentiles					Eighth Grade Stand.	No. of Cases
	90	75	50	25	10		
County Training Schools	93.3	91.3	86.1	81.0	76.1	86.0	334
High School Training Depts.	92.8	90.2	85.9	80.6	76.1	86.0	312
Rural Depts. in State Normals	93.5	91.5	85.2	79.0	73.2	86.0	263

TABLE 26

CLAPP'S CORRECT ENGLISH TESTS—TEACHER TRAINING INSTITUTIONS (RURAL DEPARTMENTS)

Schools	Percentiles					Eighth Grade Stand.	No. of Cases
	90	75	50	25	10		
County Training Schools	98.5	95.3	91.3	86.0	80.8	79.5	828
High School Training Depts.	98.5	96.0	91.8	86.9	81.1	79.5	834
Rural Depts. in State Normals	98.3	96.6	92.0	86.5	81.1	79.5	258

TABLE 27

*BRIGGS ENGLISH FORM TEST, FORM BETA—TEACHER TRAINING INSTITUTIONS (RURAL DEPARTMENTS)

Schools	Percentiles					No. of Cases
	90	75	50	25	10	
County Training Schools	3.2	4.9	7.5	10.3	12.6	737
High School Training Depts.	2.8	4.6	7.1	9.5	12.5	332
Rural Depts. in State Normals	3.9	5.8	8.7	11.9	15.0	268

TABLE 28

PER CENT WHO FALL BELOW THE EIGHTH GRADE END-OF-YEAR STANDARD TEACHER TRAINING INSTITUTIONS (RURAL DEPARTMENTS)

Schools	Terman Group Test of Mental Ability	Buckingham Scale for Problems in Arithmetic	Clapp's Correct English Tests
County Training Schools	4.7	49.5	8.0
High School Training Departments	3.6	48.1	6.6
Rural Departments in State Normals	3.5	53.2	7.8

ARITHMETIC

STUDIES OF ERRORS

The following show the character and frequency of the errors:

The Division of Educational Measurements has been in existence for six years. Wisconsin medians are now available in most of the subjects for which suitable tests are published. In the meantime the question of "What to do about it?" has been evermore insistent. The answer to this question is found to a large extent by studying the errors which the children make on the test papers. A tabulation of the wrong responses soon shows striking recurrences. The same

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*Scores in this test based on number of errors.

wrong answer is found over widespread geographical areas and in great frequency. Very large and rapid improvement in instruction would be secured if these type errors could be corrected.

TABLE 29

TOTAL NUMBER OF ERRORS REPORTED INCLUDING DUPLICATIONS

	III	IV	V	VI	VII	VIII	Total
Addition	806	916	1,155	1,375	951	904	6,107
Subtraction	959	946	1,286	1,058	1,073	1,137	6,459
Multiplication	252	619	1,068	1,073	809	730	4,551
Division	----------	635	826	940	815	1,215	4,431
Total	2,017	3,116	4,335	4,446	3,648	3,986	21,548

TABLE 30

TOTAL NUMBER OF CHILDREN WHO MADE THE ERRORS

	III	IV	V	VI	VII	VIII	Total
Addition	597	674	703	624	680	665	3,943
Subtraction	549	623	650	622	649	621	3,714
Multiplication	467	642	637	619	615	591	3,571
Division	----------	597	641	557	630	619	3,644

TYPE ERRORS IN THE FUNDAMENTALS OF ARITHMETIC* WOODY-THEILSEN PARALLEL TESTS

Addition

The following summaries show the character and frequency of the errors:—

1. Failure to reduce the answer to proper terms.................................... 18.4%
   Examples: $\frac{1}{3}+\frac{1}{6}+\frac{1}{2}=\frac{6}{6}$,
   $$\begin{array}{r} 4\,^1/_8 \\ 3\,^5/_8 \\ 9\,^3/_8 \\ \hline 16\,^9/_8 \end{array} \qquad \begin{array}{r} 6 \text{ ft. } 3 \text{ in.} \\ 1 \text{ ft. } 7 \text{ in.} \\ 3 \text{ ft. } 6 \text{ in.} \\ \hline 10 \text{ ft. } 16 \text{ in.} \end{array}$$
2. In fractions, adding the numerators for a new numerator and the denominators for a new denominator.................................... 11.2%
   Example: $\frac{1}{2}+\frac{1}{3}=\frac{2}{5}$
3. Failure to carry.................................... 8.3%
   Example:
   $$\begin{array}{r} 19 \\ 7 \\ 19 \\ 34 \\ 88 \\ \hline 137 \end{array}$$
4. Failure to use the decimal point.................................... 3.1%
   Example:
   $$\begin{array}{r} \$16.25 \\ 14.75 \\ 12.50 \\ \hline 43.50 \end{array}$$
5. Multiplication for addition.................................... 2.9%
   Example: $5+1=5$
6. Inversion of answer.................................... 2.5%
   Example: $\frac{1}{6}+\frac{5}{6}+\frac{5}{6}+\frac{1}{6}=\frac{1}{2}$
7. In fractions, adding numerators and denominators.................................... 2.3%
   Example: $^1/_5+{}^1/_5=12$

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* A complete report of this error study was issued in mimeographed form under this heading, "Report on the Study of Errors in the Fundamentals of Arithmetic".

*8. Omitted one digit in the column 2.3%
Example:
$$\begin{array}{r}14\\68\\19\\\hline 92\end{array}$$

9. Added tens and units 1.5%
Example:
$$\begin{array}{r}17\\2\\\hline 10\end{array}$$

* Cause of error uncertain.

10. Ignorance of addition combinations 0.9%
Example:
$$\begin{array}{r}65\\34\\\hline 89\end{array}$$

11. Treating denominate numbers as abstract numbers 0.8%
Example:
$$\begin{array}{r}\text{6 ft. 3 in.}\\\text{1 ft. 7 in.}\\\text{3 ft. 6 in.}\\\hline \text{11 ft. 6 in.}\end{array}$$

12. In fractions, multiplying the numerators and adding the demoninators 0.8%
Example: $\frac{1}{2}+\frac{1}{3}=\frac{1}{5}$

13. In fractions, multiplying instead of adding 0.8%
Example: $\frac{1}{5}+\frac{1}{5}=\frac{1}{25}$

14. Miscellaneous errors 18.3%

15. Errors whose cause could not be discovered 25.9%

Total number or errors, 6,107 .... 100.0%

Subtraction

1. Failure to pay back 15.7%
Example:
$$\begin{array}{r}31\\8\\\hline 33\end{array}$$

2. In decimal fractions, writing the apparently smaller number under the apparently larger one. 10.4%
Example: 10—7.35=7.25

3. Treating denominate numbers as abstract numbers 9.1%
Example:
$$\begin{array}{r}\text{7 yds. 1 ft. 3 in.}\\\text{3 yds. 2 ft. 8 in.}\\\hline \text{3 yds. 8 ft. 5 in.}\end{array}$$

4. Reversed subtraction 9.8%
Example:
$$\begin{array}{r}11\\8\\\hline 17\end{array}$$

5. Failure to reduce answer to lowest terms 8.9%
Example: $5\frac{7}{8}-2\frac{3}{8}=3\frac{4}{8}$

6. Number A — Number B = 0 when Number B is greater than Number A 8.9%
Examples:
$$\begin{array}{rcr}(1) & \qquad & (2)\\15 & & 60\\9 & & 35\\\hline 10 & & 30\end{array}$$
(In (1) A = 5 and B = 9. In (2) A = 0 andB = 5)

7. Bring down the fraction from a mixed number subtrahend 6.8%
Examples:
$$\begin{array}{r}27\\13\frac{5}{6}\\\hline 14\frac{5}{6}\end{array}$$

*8. Writing the minuend as the answer 5.8%
Example:
$$\begin{array}{r}11.00\\2.93\\\hline 11.00\end{array}$$

9. Failure to place the decimal point 4.5%
Example:
$$\begin{array}{r}11.00\\2.93\\\hline 807\end{array}$$

10. Addition for subtraction 4.0%
Example:
$$\begin{array}{r}1000\\729\\\hline 1729\end{array}$$

11. "Paying back" when no "borrowing" has been done 3.9%
Example:
$$\begin{array}{r}36\\15\\\hline 11\end{array}$$

12. Ignorance of subtraction combinations 3.4%
Example:
$$\begin{array}{r}1\\1\\\hline 1\end{array}$$

13. Subtraction of numerators and denominators 2.3%
Example: $^4/_8-\frac{1}{6}={}^3/_2$

14. $A-0=0$ 1.9%
Example:
$$\begin{array}{r}5\\0\\\hline 0\end{array}$$

15. Errors whose cause could not be discovered 1.2%

16. Miscellaneous errors 3.4%

Total number of errors, 6,459 .... 100.0%

Multiplication

1. Failure to place decimal point 11.3%
Example:
$$\begin{array}{r}5.75\\3.2\\\hline 18400\end{array}$$

2. Failure to multiply by the fractional part of a mixed number 9.8%
Example:
$$\begin{array}{r}18\\2\,^5/_9\\\hline 36\,^5/_9\end{array}$$

3. A times $0=A$ 5.5%
Example:
$$\begin{array}{r}40\\5\\\hline 205\end{array}$$

4. Errors whose cause could not be discovered 13.1%

5. Decimal point placed wrong 4.9%
Example:
$$\begin{array}{r}8.7\\4\\\hline 3.48\end{array}$$

6. Ignorance of multiplication combinations 4.2%
Example: $5 \times 9 = 54$

7. Addition for multiplication 3.4%
Example:
$$\begin{array}{r}310\\4\\\hline 314\end{array}$$

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* Cause of error uncertain.

8. Treating denominate numbers as abstract numbers 2.5%
Example:
$$\begin{array}{r} 4\text{ ft. }\ 5\text{ in.} \\ 5 \\ \hline 22\text{ ft. }\ 25\text{ in.} \end{array}$$

9. Failure to reduce answer to proper terms 3.7%
Examples: $\frac{1}{6} \times 3 = \frac{3}{6}$,
$$\begin{array}{r} 4\text{ ft. }\ 5\text{ in.} \\ 5 \\ \hline 20\text{ ft. }\ 25\text{ in.} \end{array}$$

10. In mixed numbers, multiplying integers and adding fractions 1.3%
Examples: $3\frac{1}{2} \times 4\frac{1}{2} = 12\frac{2}{2}$

11. Division for multiplication 1.2%
Examples: $\frac{7}{9} \times \frac{2}{3} = 1\frac{1}{6}$

12. Inverted answer 0.9%
Example: $1.6 \times 3 = 2$

13. Failure to place partial products correctly 0.5%
Example:
$$\begin{array}{r} 34 \\ 2\frac{1}{2} \\ \hline 17 \\ 68 \\ \hline 697 \end{array}$$

14. Miscellaneous errors 37.7%

Total number of errors, 4,551 .... 100.0%

Division

1. Multiplication for division 11.0%
Example: $6 \div 3 = 18$

2. Omitting zero in quotient 10.7%
Example:
$$\begin{array}{r} 403 \\ 14\overline{)56042} \end{array}$$

3. Failure to reduce answer to proper terms 7.4%
Examples: $60 \div 8 = 7\frac{4}{8}$
$$\begin{array}{r} 6\frac{4}{9}\text{ lbs. }\frac{8}{9}\text{ oz.} \\ 9\overline{)\ 58\text{ lbs. }\ 8\text{ oz.}} \end{array}$$

4. Failure to place the decimal point 6.5%
Example:
$$\begin{array}{r} 102 \\ .006\overline{).0612} \end{array}$$

5. Failure to point off correctly 6.0%
Example:
$$\begin{array}{r} 1.2 \\ 2.2\overline{)26.4} \end{array}$$

6. Errors whose cause could not be discovered 2.5%

7. Subtraction for division 7.2%
Example: $4 \div 4 = 0$
$$\begin{array}{r} 0 \\ 2\overline{)\ 2} \end{array}$$

8. $0 \div A = A$ 1.2%
Example:
$$\begin{array}{r} 5 \\ 5\overline{)\ 0} \end{array}$$

9. Inverting the dividend 3.9%
Example: $2\frac{1}{2} \div 7 = 2\frac{4}{5}$

10. $A \div 1 = 1$ 0.7%
Example:
$$\begin{array}{r} 1 \\ 1\overline{)\ \ 6} \end{array}$$

11. Ignorance of division combinations 3.4%

12. Miscellaneous errors 39.5%

100.0%

Total number of errors in division, 4,431

Buckingham Scale For Problems In Arithmetic

	18 Counties	1 City
(1) Failure to comprehend problem	60%	51%
(2) Errors in fundamentals	19%	20%
(3) Errors whose cause was not apparent	19%	27%
(4) Miscellaneous	2%	2%
Total	100%	100%
Total errors	18,179	11,577
Total number of children	3,500*	2,500*

	18 Counties	1 City
(1) Total inability to comprehend	37%	18%

Capitals

	Per cent of Total Errors
1 Name of day of week	0.4
2 Proper names	0.3
3 Name of town, city, etc.	0.8
4 Name of month of year	0.3
Total	1.8

Punctuation

1 Period at end of sentence	3.2
2 Period after abbreviations	2.8
3 Comma after words in series	1.9
4 Comma after words in series preceding "and"	3.3
5 Comma after words in series preceding quotation	2.4
6 Apostrophe in contraction of "I will"	2.5
7 Quotation marks in contraction of "I will"	0.6
8 Quotation marks beginning of quotation	3.1
9 Quotation marks at end of quotation	4.1
10 Question mark at end of sentence	2.0
11 Possessive sign	8.9
Total	34.8

Pronouns

	Per cent of Total Errors
1 "We" for "I" in compound subject	0.5
2 "Me" for "I" in predicate following form of verb "be"	1.6
3 "I" for "me" as object of preposition	4.6
4 Use of "their" for "them" in "themselves"	1.2
5 Use of "his" for "him" in "himself"	0.7
6 Interchange of "their" and "there"	1.6
7 Use of "you" for "your" preceding gerund	6.3
8 Use of nominative of relative of objective ("who" for "whom")	2.5
9 Use of "which" for "that" or "who"	1.1
Total	20.1

Adjectives

1 "Too" for "two"	0.3
2 "Two" for "too"	1.7
3 Interchange of "this" and "that"	6.5
4 Use of double negative	4.2
Total	12.7

Verbs

1 Confusion of "can" and "may"	0.6
2 Past tense for past participle for verbs "go", "eat"	3.2
3 Past participle for past tense for verbs "eat", "know"	2.8
4 "Set" for "sit"	1.3
5 "Lay" for "lie"	2.9
6 Singular for plural second person verb "be" ("was" for "were")	1.9
7 Question 22 ("don't" for "doesn't")	0.8
8 Question 26 ("half" for verb "have")	0.9
9 Question 29b	5.9
10 Question 29c	3.3

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*Approximately

*A mimeographed circular was issued entitled "A Report On Errors in Language." A discussion of remedial measures was included.

11 Question 29d	4.3
12 Question 29e	2.7
Total	30.6
	100.0
Total number of errors	25,997
Total number of pupils	2,500

Note: Owing to an oversight the errors on the following were not reported:

1a Capital beginning sentence
12 "Came"
21a "Drank"
21e "Rang"
21h "Saw"
28d Capital beginning quotation
29a His face could hardly be dirtier

TYPE ERRORS IN READING—THORNDIKE-M'CALL READING SCALES

A study of errors in reading is now available though somewhat limited in scope. The results are as follows:

(1) Copying more or less irrelevant portions of the sentence or paragraph	46.7%
(2) Errors due to a preconceived idea	25.8%
(3) Failure to give all of the answer	14.8%
(4) Recording answers in the wrong blank	2.2%
(5) Giving answers composed of unrelated elements	6.4%
(6) Miscellaneous	4.1%
Total	100.0%
Total number of errors	1910
Total number of children	230

A mimeographed circular is now in preparation setting forth the results of this study in detail and suggesting remedial procedure.

SUMMARY OF ERRORS IN THE HOTZ ALGEBRA TESTS

Addition and Subtraction

	Per Cent of Total No. of Errors
Failure to deal with parentheses correctly	38
Failure to write the denominator of a fractional answer	24
Wrong process (adding instead of subtracting for example)	18
Writing the sum of the numerators for a new numerator and the sum of the denominators for a new denominator	4
Errors whose cause could not be discovered	8
Miscellaneous errors	8
Total	100

Multiplication and Division

	Per Cent of Total No. of Errors
Mistakes in dealing with exponents	37
Using the wrong process	14
Mistakes in the use of signs	13
Mistakes in factoring	11
Failure to deal with parentheses correctly	6
Errors whose cause could not be discovered	11
Miscellaneous errors	8
Total	100

Equation and Formula

Failure to change signs when transposing	28
Multiplying by the coefficient of the unknown in order to solve	18
Mistakes in substitution in formulae	7
Mistakes in solving literal formulae	8
Use of wrong process	10
Errors in dealing with parenthesis	7
Dividing by the numerator of the coefficient of the unknown in order to solve	6
Finding one root only in solving a quadratic	7
Errors which could not be explained	5
Miscellaneous errors	4
Total	100

Problems

Errors due to ignorance of fundamental relationships (those of length, breadth, thickness, and volume for example)	52
Errors due to misreading the problem	41
Errors which could not be explained	7
Total	100

The total number of children tested varied from 1055 to 1636, since some of the schools did not find it possible to give all of the tests.

A complete discussion of these errors is given in a mimeographed circular entitled "Problems In Algebra In The Solution Of Which Typical Errors Occur."

A study of errors in spelling will be undertaken as soon as possible. More definite information concerning the nature of the mistakes which children make should lead to better supervision, more scientific curriculum material, and more intelligent teacher training. To collect this information is at present the chief task of the Division of Educational Measurements.

CHAPTER IX

WISCONSIN'S SUPERVISING TEACHERS
I HISTORY OF THE MOVEMENT

State supervision in cities and villages

Wisconsin has appreciated the increased efficiency which results from skillful school supervision. This state is among the pioneers in developing a state department mainly composed of active field supervisors. These trained workers make approximately one visit each year to all public schools other than the six thousand one-room rural schools, for purposes of classroom supervision and assisting in administration problems.

Recognition of needed rural supervision

Everyone agrees, however, that the one-room rural school presents the most serious administrative and instrumental problems and is therefore in greatest need of frequent supervision. Wisconsin recognized that it was impossible for county superintendents having under their charge from one to two hundred rural teachers to spend time enough with each to determine her needs and to give the required help to insure improvement in instruction and management.

The supervising teacher law

The state superintendent was able in 1915 to secure the passage of the first state law in the United States providing for one or more supervising teachers for each county whose salary and expenses were to be paid with state funds. Subsequent legislation has improved the provisions of the law, which now reads, in part:

"The monthly salary to be paid such teachers (in counties having more than 125 teachers, two supervisors may be appointed) shall not be less than one hundred dollars per calendar month. Each supervising teacher shall be paid for ten months in the year. No persons shall be eligible to nomination by county superintendent or appointed by the County Committee on Common Schools as supervising teacher in any county or superintendent district who does not at the time of his appointment hold a state certificate, either a first grade county certificate, or a second grade county certificate, or a certificate of graduation from a county training school for teachers, or from the training department of a high school, and in addition has had at least three years of successful experience in teaching, at least one of which shall have been in rural schools.

Duties

"It shall be the duty of the supervising teacher, during the time the schools are in session, to supervise and assist, under the direction of the county superintendent, the teachers employed in the county or district, devoting special attention to less experienced teachers. He shall assist in organizing and administering the schools in the county, classifying them according to the character of the work done and in grading pupils toward the development of their individual capabilities. He shall endeavor to stimulate an interest among the pupils, teachers and parents in agriculture and other subjects pertaining to rural conditions and shall consult and advise with school boards. He shall perform such other work as the county superintendent may direct. It shall be the duty of each supervising teacher to attend an institute each year when called by the state superintendent of public instruction. The supervising teacher shall be reimbursed his actual and necessary expense incurred while attending such institute. Any supervising teacher may be removed by joint action of the county superintendent and Committee on Common Schools if he fails to perform his duties or for conduct unbecoming a teacher."

II THE FIRST SUPERVISORS

A field for advancement in rural education

Though minor changes as to salary have been made in the law, its provisions are in the main, those which governed the appointment and work of the first supervisors, eighty-one of whom began work in the fall of 1915 under seventy-two county superintendents. This was perhaps the first opportunity for advancement in the rural field that had come to Wisconsin country school teachers. Strong successful young women with rural experience and good personality were chosen for the work as the plan was on trial in the country at large. These newly created "supervisors" were directed by their local superintendents and guided by suggestions sent out from the state department. They were also given the opportunity of at least one day's work with one of the state field supervisors followed by a conference with the county superintendent.

Early work

It is obvious that these supervisors had little or no training in supervision and their work was of necessity largely experimental and somewhat unorganized. The main accomplishment the first year consisted in helping beginning teachers by demonstration and conference, in improving school equipment and general classroom instruction, also in promoting community activities.

Two weeks' conference on course of study for rural schools

Before the opening of the second year a new state course of study had been prepared. A two weeks institute for the supervising teachers was held, devoted to the technique of supervision and to the exposition of the manual. This enabled the supervisors to acquaint their teachers with its content and to facilitate its use without undue loss of teaching efficiency. In the new manual methods of teaching were presented and therefore supervision of instruction could be based upon the pedagogical principles involved in the course of study rather than upon individual ideas held by various supervisors.

Supervision and suggestions by Department of Public Instruction

Continued training in the technique of supervision was also provided for the rural supervising teachers by the state department. Three persons gave a large share of their time to actual classroom visitation in rural schools with these supervisors. During this year a State Supervisor of Standard Tests and Measurements began his work in Wisconsin and a good start was made in the use of standard tests as a means of measuring results of teaching in rural schools.

Varied helpful work by supervisors

Throughout these two years there was a great increase in the cooperation of school and home, through the serving of warm lunches, school credit for home work, evening meetings, etc. These first supervisors deserve much credit for blazing a trail in a new field. They did a great deal to make other progressive legislation possible in Wisconsin. No one can measure the results of their influence upon pupils and parents during their evening conferences; for in the beginning of this work before autos were so common the supervisors in many instances walked from school to school and remained in rural homes throughout the entire week.

III THE PRESENT STAFF

Considerable change in personnel

During the seven years of service given by supervising teachers in Wisconsin there has been a steady rise in the level of professional work attempted by them. That this growth is more rapid is due not to lack of enthusiasm or effort on the part of the supervising teachers but rather to the fact that the low salaries the county committees have been willing to pay make it impossible to hold the experienced supervisors with extended training in the work.

1. TRAINING AND EXPERIENCE

The tabulations below give the legal qualifications, the supplementary training, the tenure of service and the salaries of the staff working in 1921-22.

LEGAL QUALIFICATIONS
SUPPLEMENTARY TRAINING*

Second Grade County Cert.	First Grade County Cert.	State Certificate			Total	No Supplement'y Training	Summers at County Normal	Summer Session at State Normal	Year at Normal	University Summer Session	Total
		Examination	mal	College							
9	50	3	37	1	100	30	6	40	17	21	114

MONTHLY SALARIES
LENGTH OF SERVICE IN YEARS

$100-115	$115-130	$130-145	$145-160	$160-175	$175-190	$190-205	$205-250	$250-275	Total	1	2	3	4	5	6	7	Total
9	14	25	22	18	9	2	*	1	100	20	31	23	9	5	5	7	100

* No supervisor receives salary ranging from $205 to $250.

Tenure salaries and professional training

One-half of the entire number either began the work in September 1921 or had had only one year of experience. $146.50 is the median salary paid. Over one-half of these supervisors have less than two years of professional training in a state normal school or equivalent institution. It is greatly to the credit of these rural workers however that all but thirty have availed themselves of summer sessions or partial normal school courses regardless of the legal qualifications they may possess.

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* Fourteen Supervisors have taken more than one type of supplementary training. One or more sessions.

2. TRAINING IN SERVICE

It can be readily seen from the above tables that continuous training in service is necessary to enable the supervising teachers to meet their varied problems.

State conferences

They maintain their own state organization which holds its business meeting at the time of the annual institute in Madison. The entire group is divided into nine sections, each of which holds one or more professional gatherings within the year. Usually a member of the state department is present to take part in the meeting.

Supervising teachers' exchange

The supervisors of their own initiative contribute valuable first hand professional materials, such as remedial devices, case studies in supervision, seat work, lesson units, outlines of projects, etc. This material is received by the state department, edited by two supervisors, mimeographed and issued to all supervisors three or four times each year. "The Supervising Teachers' Exchange" has proven to be an effective means of focalizing supervisory activity upon certain special features needing attention.

Annual state institute

The annual supervising teachers' conference held under the direction of the state superintendent is of special importance. In August 1922 it was concerned with the adoption of a modernized course of study for the rural schools. At this meeting the state supervisors gave help in the interpretation and use of the new manual.

Continued study

During the present year, the majority of supervisors plan to attend summer sessions.

Under the leadership of their county superintendents several have carried on worthy studies and investigations concerned with special problems in their field.

Practically all annually complete the professional state reading circle work.

3. ADMINISTRATIVI ACCOMPLISHMENT

There has been a decided movement in Wisconsin toward county *uniformity of textbooks*. Nearly all of the county superintendents have recommended lists and a few have county adopted texts. The supervising teachers have cooperated with their superintendents in promoting the purchase of these modern texts for the schools.

Equipment

Better reading material results

One of the most serious handicaps to successful schoolwork is the lack of *proper supplementary reading* materials. The earnest efforts of the county superintendents and supervising teachers have resulted in great improvement in this respect, especially in the materials provided for primary pupils. The same may be said for *primary seat work*.

School board conferences to improve physical conditions

Among the far reaching results of the work of supervising teachers as supplementary to that of the county superintendents are those which have grown out of the conferences with school officers. Personal interviews have gone far indeed to change community sentiment in favor of progressive education. Seating conditions have been changed; lighting has been corrected; heating and ventilating systems have been put in order; blackboard space has been increased; outbuildings have been rebuilt and kept in a much more hygienic condition, and warm lunches are provided in the majority of Wisconsin's schools during the winter months.

General working conditions for the teachers have improved in a gratifying degree in large numbers of schools.

County school publicity

County school publicity is not yet well developed in Wisconsin. Only a few counties issue a regular printed bulletin. Nearly all nevertheless make use of the local newspapers, and all send out mimeographed material. Educational and Social Surveys are compiled in several of the counties, and practically all have a good school display at the county fair. The nature and preparation of material for publication and general publicity is a matter for study and careful consideration in the local county and in this work the supervising teachers have been valuable helpers to the county superintendents.

Aiding in classification of pupils

One of the features needing constant attention in rural schools is the classification of pupils. On account of the frequent turnover of teachers, pupils are often unduly advanced or sometimes held back because the teacher leaving feels that her successor might consider them weak pupils if they were promoted. A great waste in the time and energy of the pupils results from mistakes in either of these respects. With the help of standard tests, and by knowing the abilities of the pupils, the supervising teachers have been able to prevent many maladjustments of this kind. They have also done much to shape community sentiment in favor of keeping four and five year old pupils at home until they are able to do first grade work successfully.

Helping the beginning teacher

No one who has not gone through the experience realizes how perplexing are the problems which confront the beginning teacher, even though she has one or more years of training, when she faces her eight grades each day during her first year of teaching. How welcome is the visit of the experienced supervising teacher who perhaps stays an entire day with her and promises to return soon and give her additional help. Who can estimate the saving to the community from such a safeguarding of the welfare of the school. Timely suggestions forestall unwise methods which would cause waste of time and energy; prompt checking of unwise practices prevents continued loss to pupils and the formation of bad pedagogical habits by the young teachers.

Social work

Not only is the supervising teacher a source of help within the classroom but she is also of great assistance to teachers in counciling with them in regard to their associations outside of school. The young rural teacher is the center of interest in the community in many ways and unless she has excellent poise she is apt to need the advice of someone older and more experienced than herself. Here the supervising teacher is in a position to be a wise friend and can usually help most teachers to successfully adjust themselves to the community in which they work.

4. INSTRUCTIONAL ACCOMPLISHMENT

Course of study and daily program

In order to insure continuity of work in rural schools with their frequent change in a largely inexperienced teaching force it is necessary that teachers be held quite closely to a state course of study. The interpretation of this course and its adaptation to the needs of individual schools forms a large part of the supervisors' work. They are expected to be alert to needed changes in time allotments, to assist teachers in keeping their pupils up to grade, and to supplement the course of study with extended outlines and suggestions to meet special local needs.

Problem project work and socialization

The supervising teachers have made a good beginning in promoting the socialized form of class work; in a number of schools pupil initiative has been developed in a fairly satisfactory way through practical projects connected with various school subjects. This type of teaching is not as yet well enough understood by most rural teachers to make it a safe method for general use in all schools. There is nevertheless a gratifying growth in the grasp of the basic principles involved in project teaching and in the increasing amount of subject matter utilized in carrying out project activities. It is hoped that this work be extended in schools where frequent supervision is possible.

Silent reading

Research and investigation in the field of reading carried on during the past few years have changed in a large degree the aims and methods of instruction in this subject. Special methods for improving ability in silent reading have been devised and the rural supervisors have in a large degree succeeded in acquainting their teachers with these approved methods. They have also made some excellent contributions of profitable silent reading seatwork and remedial exercises designed to meet special defects in reading ability. The study of the pedagogy of reading has also resulted in greatly improved classroom methods in teaching *oral* reading.

Definite detailed assignments

Repeated trials, especially in rural schools with their brief class periods, have demonstrated that too often children have hazy and indefinite ideas regarding their lesson assignments. That great waste of effort and disappointment in results follow such a condition is evident. To prevent this, the county superintendents and supervisors in many counties have made a sustained effort to secure blackboard, mimeographed, dictated or very detailed oral assignments consisting of definite questions, topics and problems designed to meet the needs of pupils of varying abilities. In the counties where this is being systematically done, improved study habits and resultant gains in pupil development are very noticeable.

First grade standards

Perhaps no more far-reaching result of the supervising teachers' work can be mentioned than that which has grown out of their efforts to improve the reading accomplishments in the first grade. In one county a study of the first grade in 1919-20 revealed that the class accomplishment in reading for one school was 1,025 pages while in another it was 23 pages. Wise guidance and careful study of conditions during the year 1920-21 resulted in raising the accomplishment of the subsequent first grade class in the second school mentioned to 565 pages and in improving the first grade results for 1920-21 in nearly all the schools which had been below the median of 345 pages the first year. Similar results have been secured in numbers of schools in which low standards had obtained owing to meager equipment, inability to speak English, inferior teaching and the presence of immature pupils.

Standardized tests and measurements

In a separate chapter devoted to this subject will be found an account of the excellent cooperation which the supervising teachers have given to the state department in its efforts to improve instruction through the use of standardized measurements. The work no longer is confined to measuring results but it forms the basis of diagnostic and remedial work which enables teachers to meet individual pupil needs and to economize in drill and teaching procedure.

Saturday group meetings

In all but a few counties Saturday group meetings are regularly held by county superintendents and supervising teachers. It is generally accepted that these small gatherings furnish one of the most effective ways of helping teachers. These meetings are usually given over to demonstration teaching in the morning by the teacher who is hostess or by neighboring teachers who have brought their classes with them. It is generally planned to specialize on one or two subjects. The children are excused at noon and the afternoon is devoted to discussion of the lessens seen, to forward looking plans for organization and teaching, to State Professional Reading Circle work, or to intensive study of some county-wide problem such as health program, remedial work in arithmetic or reading, the school society, and similar vital problems.

Visiting days

In a few counties the supervisors have arranged for teachers to visit at a school known as a demonstration center. Some first-class school is chosen in which there is a capable teacher. To this school the visitor goes, her own school being closed or taught by the supervising teacher. The visiting teacher has had a previous conference with the supervisor and knows what work she especially needs. The visit is followed by a conference in which the supervisor helps the visiting teacher to strengthen her work on the basis of what she has observed.

Mimeographed helps

In addition to the administrative material sent out from the county superintendent's office the supervisors prepare for teachers very stimulating helps such as seasonal poems, typical reading assignments, units of language work, remedial suggestions in reading and arithmetic, suggestive patterns, true-false tests on subject matter, extended outlines of work in various subjects and any other materials that they wish to make generally available. In a few instances regular teachers' exchanges are carried on, similar to the supervisors' exchange.

General institutes and county associations

County superintendents practically without exception hold one or more general institutes during the year. In most counties there are county teachers associations which meet at least once a year. The supervising teachers are usually speakers and here have opportunity to set forth objectives and acquaint the teachers with definite methods which they hope to have become general. At these institutes the teachers also have opportunity to confer with the supervisors and general county cooperation is thus fostered.

Samples of desirable working material

Practically all of the supervising teachers have accumulated specimens of profitable seat work materials in language, reading and arithmetic also illustrative exercises in all phases of school accomplishments. Some of these are original, some have come from other counties and some from teachers. This collection is frequently at the disposal of teachers so that it may prove suggestive to them of the possibilities of utilizing antiquated texts, of increasing the variety of written exercises, and of enriching various other forms of school work.

Other accomplishments

Much of the fine accomplishments of the supervising teachers cannot be tabulated or cataloged. It is found in the increased number of eighth grade graduates resulting from better all round teaching; in the increased numbers of pupils who go on to high school because the way has been pointed to them; in the evidences of open-mindedness and eagerness for helpful suggestion displayed by teachers all over the state, in the improved observance of the rules of health and social conduct by the pupils; and in the spontaneity and willingness to do their share with which the communities respond to the suggestions of the supervising teacher made through the county superintendent's office.

IV. CHANGES ESSENTIAL TO FUTURE DEVELOPMENT

Higher educational qualifications

It is most gratifying to know that the State Conference of Supervising Teachers themselves took the initiative in urging higher educational qualifications for their work. To meet this need immediately the University offered to supervising teachers for the summer of 1922 a major course given by Assistant State Superintendent C. J. Anderson.

A committee of the supervisors is now at work preparing a bill for presentation to the legislature which will fix graduation from a state normal school or its equivalent as a minimum qualification besides the present experience requirement. This bill also will contain provisions for increased salary dependent upon extended training beyond the minimum requirement.

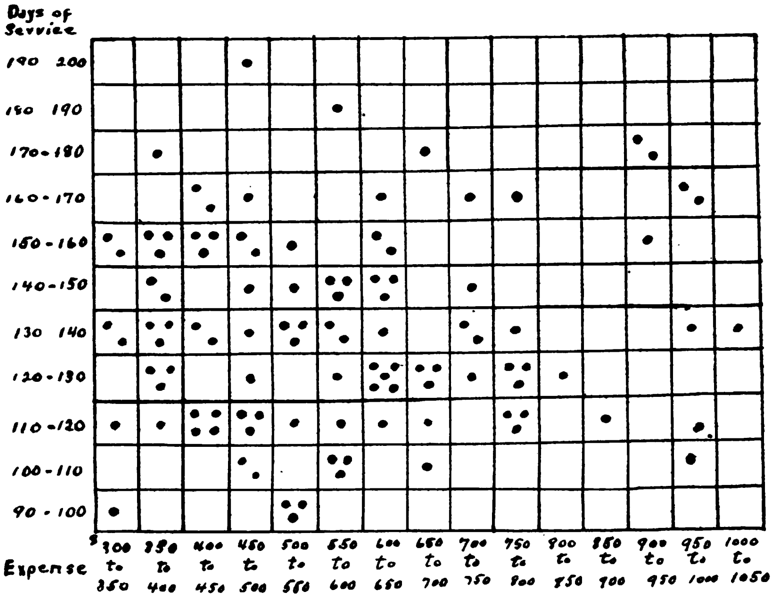
Improved salary schedule

It is obvious that with increased training there must follow increased salaries. As has been stated, the low salaries have been one of the greatest handicaps to growth in skill among the supervisors because of their unwillingness to remain in service over an extended period.

Reference to the salary tabulation on page —, shows that many of the supervising teachers are working for lower salaries than are paid to those whom they supervise. Such a condition must be remedied and it is hoped that the next legislature will raise the minimum salary to correspond with the increased qualifications demanded. This will insure extended tenure of service which is a most vital factor in increasing supervisory skill.

Provisions for travel

A detailed study of the relation of traveling expenses to days of field service for the year 1920-21 shows that there is far too little correlation between service rendered and expense incurred. The following diagram shows the variation now existing:



It is readily seen that the supervisor who gave from 190 to 200 days of field service presented an expense account of only $450 to $500 for the year, while another supervisor who visited country schools only from 130 to 140 days cost the state from $1,000 to $1,050 for traveling and other necessary expenses.

Travel cost factors

In considering this apparent evidence of mismanagement, it must be borne in mind that there are many factors to be taken into account in estimating the efficiency of the work in any county. The cost per school visited in the northern counties where there are no trolley lines and where train service is not available owing to the remote locations of the schoolhouses, must be several times greater than it is in counties in which bus lines, car lines, and railroads cross the county.

Physical conditions as travel factors

It should also be pointed out that Wisconsin presents widely differing climatic conditions. In her northern counties the roads are frequently snow blocked during five of the eight school months. In her southern counties the heavy clay cross roads are impassable for nearly a month at a time both spring and fall. These conditions will continue to exist and will always increase traveling expenses and reduce days of service for supervisors in these counties. It is often necessary to use sleighs or wagons and to hire a driver as well as a team and sometimes it is impossible to reach a school at any cost. Supervising teachers and county superintendents have cooperated with the state department in a very commendable way in reducing the cost of travel without lessening in too great a degree the efficiency of service.

Means of transportation

The following summary gives the various means of travel employed throughout the state in 1921-22:

Livery auto hired by supervisor	58
Supervising teacher owns auto	30
Travel occasionally with County Superintendent	14
Use County Superintendent's auto	14
Train service	28
Team in winter	49
Walk frequently	39
Street car	7
Boat	1

Value of supervisors owning cars vs. livery hire

The use of the livery auto or team is chiefly objectionable because of its great expense in most instances. In a very few counties livery rates as low as four dollars a day are possible at times. In the great majority of cases however the charge is from six to twelve dollars a day besides the driver's dinner. It is evident that these charges make extended use of the livery prohibitive as a supervisor usually wishes to stay not less than a half day in each school. Frequently she needs to stay more than a day with a single teacher. Approximately twenty-one supervisors drove their own cars during 1920-21. These supervisors gave a total of three thousand twenty-one days of service at a total cost of $7,150.87 for transportation. A well distributed selection of twenty-one other supervisors who depended mainly upon hired liveries in the same time gave two thousand seven hundred seventy-three days of service at a cost to the state for travel alone of $8,638.31.

1920-21

	No. of Supervisors	Days of Field Service	Travel Cost
Own car	21	3,021	$7,150.87
Depend on Liveries	21	2,773	8,638.31

Increased service

The difference in service rendered, 248 days, is equal to about the work of two supervisors for one year. The difference in traveling cost is about that of the average supervisor for five years of work. It is obvious that it is much cheaper for the state when it pays the 12c per mile allowed to the supervisor than when it pays livery hire. Another and more important fact is that the supervisor with his own car is able to render additional service at a greatly lessened strain than when he must depend upon other people for transportation.

Higher mileage rate needed

Owning of a car by the supervising teacher makes for the greatest efficiency of travel of any of the present arrangements. The objection to this plan is that the state's allowance for mileage is not sufficient to maintain the car and cover even a fair share of its depreciation in value. Few supervisors can afford to lose the original cost of the car wholly or in part as this plan necessitates. Again the short season for autos in the northern counties has kept some supervisors from purchasing them.

Traveling with county superintendent

Traveling with the county superintendent is rarely practicable since there is of necessity either duplication of territory covered; or limitation of freedom in moving on to another school, at other than the previously worked out scheduled time. (Often the supervisor needs to change her plans because of unforeseen conditions.)

Walking

Walking from school to school entails hardships and is wasteful of the supervisors' time. It is recommended only for exceptional occasions. Dependence upon people within the district to carry the supervising teacher to the next school is full of uncertainty and wasteful of time and energy.

Sufficient mileage rate or state furnished cars

It would seem, therefore, that the best solution of this difficult problem lies in having the state furnish autos for the supervisors or else in increasing the mileage allowance sufficiently to enable the supervising teacher to own and use his own car without undue financial sacrifice.

More fearless leadership

The county superintendent, elected by popular vote as he now is, is at all times subject to the severe criticisms of the electors. If he is anxious to hold his position he must be conservative. The proposed plan of an appointive county superintendent will remove this barrier to progressive activity and both county superintendent and supervising teachers can act with much more confidence since the county superintendent will be responsible directly to a committee and will be unaffected by scattered criticisms which the demands of modern education may arouse within any county.

Clerical help

Some counties refuse to furnish their superintendent with clerical help. The supervisor is then called upon to assist in office work on Saturdays and too often on school days. This is contrary to the intent of the law and it is hoped that provisions will soon be made for at least a part time clerk for all county superintendents. It is expected that the supervisor will spend Saturday morning in conference with superintendent and teachers and not in office routine.

County council

Real democracy demands cooperation. All citizens should be interested in the welfare of the school. Its success is dependent upon public favor. To insure this support the help of the County Council is essential. The County Council is made up of representatives from all of the county organizations. This cabinet meets with the county superintendent and supervisors at stated times to confer and advise regarding proposed policies. The loyalty of such a group makes it possible to shape community sentiment and hence to bring to pass desirable changes even though they may involve considerable expense.

State approval of results

For many years the state has been asked to approve those instructors who were training its rural-teachers in county training schools and high school training departments. Of no less importance is the training a teacher receives while she is in service. Supervision is yearly becoming more scientific and the differences in results of rural supervision in different counties is constantly becoming more marked. State approval of the work of the supervising teachers will tend to raise the level of accomplishment in all parts of the state and will also give added recognition to instances of outstanding superior achievement.

CHAPTER X

THE COUNTY SUPERINTENDENT

Perhaps no educational officer of the state has so wide a range of duties to perform as the county superintendent. A fairly complete study of the statutes relating to the administration of the schools coming under his jurisdiction furnishes the following classified list of his duties.

DUTIES OF COUNTY SUPERINTENDENT

(A.) Condition of school buildings

To make complaint in writing to state superintendent concerning unsanitary or unfit school buildings.

To visit and examine each district and all the schools in his district at least once each year; to inquire into all matters relating to the management, course of study, mode of instruction, textbooks and discipline of such schools, and condition of schoolhouses, sites and outbuildings and appendages and of the district generally; to advise with council the district boards in relation to their duties and particularly in relation to the construction, warming and ventilation of school houses and the improving and adorning of school grounds and to recommend to the school officers and teachers the proper studies, discipline and management of schools.

To direct districts to make alterations and repairs at expense not to exceed $25.00.

To make an order in concurrence with the chairman of the town board in which any schoolhouse is situated which they shall deem unfit and not worth repairing causes district to lose share of school fund income.

To report to board of supervisors of county the condition of schools under his jurisdiction.

He shall call attention to needed supplies, equipment or improvements.

(B.) Certification of teachers

To examine and license teachers and annual certificates.

To hold semi-annual examinations for county teachers certificates.

To hold hearing for annullment of teachers' certificates.

To file annually with county clerk sworn statement of names of all persons examined by him for certificates, etc.

To issue teachers' certificates to graduates of legally authorized teachers' training institutions of his county and to keep on file in his office a record of standings appearing upon certificate of graduation.

To establish standards of attainment in each branch of study as basis for granting certificates.

To preserve on file in his office the questions and papers upon which certificate was granted during life of certificate.

To transmit examination papers upon request from another county superintendent.

To give applicant refused a certificate upon demand, a written statement of such refusal. To furnish examination papers of those refused certificate to state superintendent.

To issue testimonials of successful teaching experience in their judgment to candidates for positions in state graded schools.

(C.) Reports and statements

To make an itemized statement of expenses, printing, stationery, and postage to county clerk.

Between first and tenth of July to report to state superintendent number of teachers employed on last day of school as basis for institute apportionment.

As secretary of training school board to report costs, etc., for county training school.

To make an itemized statement of expenses of attendance at convention called by state superintendent.

To transmit abstracts of reports of district clerks to state superintendent on or before Sept. 15.

To report to superintendent of state school for deaf and blind addresses of parents, with name and age of each deaf and blind child and inform parents about such schools.

To make and deliver to county clerk and county treasurer a written statement of number of children of school census.

To send necessary blanks to each school district clerk on or before June 10.

To report to clerk of school district each formal personal visit to the schools of the district. This report to include date of visit, number of hours he was at school, number of pupils enrolled, number present, his opinion of the order, discipline, grading and spirit of the school and the efficiency of the teacher.

He shall send to each district clerk a report of the visit of supervising teacher.

To report to state superintendent on or before July 10 name and qualifications of supervising teachers, number months employed, etc.

To send blanks to district applying for state aid as first class rural schools.

To approve if he sees fit such applications and transmit them to the state superintendent.

To satisfy himself as to facts stated upon application of teachers who are applying for bonus for teaching in same district for two or more years, to transmit it to state superintendent.

To examine application for transportation aid and approve them or not as the case may be.

To report to company furnishing library books any errors.

To report to Industrial Commission the name of those not complying with compulsory attendance laws.

(D.) Compulsory school attendance

To aid truant officers in the performance of their duties.

To make complaint to district attorney of failure of parents to comply with compulsory education laws of deaf and blind..

(E.) Supervising teachers

To nominate for supervising teacher three times as many persons for supervising teachers as are to be appointed by committees on common schools.

To determine the months of the year not to exceed ten during which the supervising teacher shall be employed.

(F.) Institutes and conventions

To call annually at least one school board convention.

To call annually one or more teachers' institutes.

To attend annually at least one convention called by the state superintendent.

(G.) Library books and textbooks

To accession and care for free sample books.

To investigate reports of violations of bond conditions of textbook companies and report same to state superintendent.

To provide for expenditure of funds withheld from common school fund for purchase of library books.

To keep on file in his office a list of books in the library of each school district, such lists by districts and towns in numerical and alphabetical number. To select books each year guided by such lists.

(H.) Miscellaneous duties

To assist committee on common schools in preparation of country school district map.

Upon request to attend meetings of county school committee and advise with them.

To recommend to the town board of the town embracing a district which has neglected for two or more successive years to maintain a legal school that the district be attached to some adjoining district.

To approve purchase of supplies made by the district board.

To number letters containing names chosen for district schools and approve or disapprove. In case of failure of district to select a name for school to name school himself.

To issue certificates or common school diploma to those who have completed course equivalent to that provided by state superintendent for common schools.

To be a member of county training school board and county agriculture school board and be ex officio secretary of each board.

To keep a complete record of all applications approved by him under section 40.14.

Educational qualifications

The educational qualifications of the county superintendents are fairly high as compared to other states. Reports in the department of public instruction from fifty counties indicate that thirty-three of the superintendents are graduates of normal schools, ten are graduates of colleges and universities. The balance of the fifty have less than this training. The median number of years of teaching experience, mostly in rural and state graded schools, prior to their election to their present office is ten years.

Salaries

The salaries of these officers range from $1,200 to $3,000, the median salary being $2,000. Two of them receive the minimum salary of $1,200, two, $1,400; five, $1,500; eight, $1,600; ten, $1,800; one $1,850; fifteen, $2,000; six, $2,100; two $2,200; eight, $2,400; five, $2,500; two, $2,600; one, $2,700; one, $2,800; and three, $3,000. When their training and teaching experience and the duties they are required to perform are taken into consideration, these salaries are very low.

Expenses

The average yearly expenditure for travel is $459. In incurring this expense the county superintendent makes an average of 109 school visits, viewing the work of 172 teachers and holding 8 teachers meetings and 2 teachers institutes. He holds 4 teachers' examinations, attends 4 evening lectures and holds 25 evening meetings. He calls 3 meetings per year in his county at which consolidation is discussed. These figures are averages for the state as a whole and do not apply to any individual superintendent. Complete data concerning his office are found on page 187 of this report.

Change in method of selecting and tenure of office suggested

The greatest difficulty encountered in the administration of the schools of the state is that brought about by the methods of selection of the county superintendent. In order to carry through to completion a constructive educational policy his term of office should be from four to six years. Instead of being elected as at present he should be appointed by a county board of education. This board should have power to fix his salary and disregard county boundaries in seeking the best man for the position. Such a change would place the county superintendent in the same relation to a county board of education as that which exists between a city superintendent and the local board of education.

CHAPTER XI

SCHOOL LIBRARIES

State aid for school libraries doubled

The Legislature of 1921 increased the state aid for elementary school libraries from ten cents to twenty cents per person of school age. The original law granting per capita aid for school libraries was enacted in 1887. The fact that the state aid was doubled without opposition in the Legislature of 1921 goes to show that the law of 1887 as later amended has produced results which are in general recognized as of much benefit to the schools. The increased cost of books due to the World War and to post-war conditions was the occasion for the increase. However, as prices of books go down, with approach to pre-war conditions, the increase in school library state aid will mean the addition of approximately twice as many volumes annually to elementary school libraries as in previous years. This is especially important in view of the greatly increased demand for books brought about by the popularity of the Young People's Reading Circle.

A change in name

The term *Township Library Law* no longer designates the law granting annual state aid for elementary school libraries. In the rewording of the school library law, as adopted by the Legislature of 1921, the term *Township Libraries* is not used. The term *Township Libraries* was originally used, because the law provided that the school library books purchased with state funds were to pass from school to school within each township, so that each school would ultimately have the benefit of all the books in the school libraries of the township. However, this feature of the law proved a dead letter and was finally repealed. Hence for a number of years the term *Township Libraries* was a misnomer and it has finally been eliminated.

However, the old term was a convenient one in that it very definitely indicated the law relating to state aid for elementary school libraries. In referring to the revised law, perhaps the term **Per Capita School Library Law** more nearly than any other term will serve the purpose.

Average discount on library books 21%

The State Library Committee, consisting of the State Superintendent of Public Instruction, the Secretary of the Free Library Commission, and the Attorney General, awarded the contract for supplying school library books, under the per capita law, for the two-year period beginning April 1, 1922, to the Eau Claire Book and Stationery Company, by which company the contract has been held a number of years. The contract is let on the basis of competitive bidding.

There are some 1840 titles on the present list. The average list price is $1.25 plus per volume; the price to districts averages $.98 plus per volume; the average discount is twenty-one per cent plus.

Many prepare to be teacher librarians

The number of licensed high school teacher librarians is rapidly approaching the point where the shortage which has existed since the teacher librarian requirement went into effect three years ago will entirely disappear. During the school year 1921-'22, 138 took the course for teacher librarians in colleges and normal schools of the state during the regular school year. About forty completed the correspondence course for teacher librarians offered by the Extension Division of the University of Wisconsin; and 124 were enrolled in summer session courses for teacher librarians conducted in 1922 by Wisconsin normal schools and the University of Wisconsin.

This gives a total of some 300 who took a course for teacher librarians in Wisconsin institutions or by correspondence during the year preceding the opening of schools in 1922-'23.

At this rate there will ere long be a sufficient surplus of trained high school teacher librarians materially to promote the element of choice in filling teacher librarian positions in the various high schools. This is of importance in that it will facilitate securing teacher librarians who not only have the library training but who also have the other general and special qualifications needed for effective work in a given position.

All English teachers should take course for teacher librarians

In view of the fact that teacher librarians almost invariably are English teachers, and since the library lessons are usually given in the English class, it would seem that institutions training high school teachers should make the minimum training for teacher librarians a required part of the course taken by those who expect to become English teachers. This would insure a sufficient number of teacher librarians from year to year without the necessity of carrying on a continuous campaign to that end, which is the present situation. Even though some who would take a teacher librarian course would not become teacher librarians, the training would be of much value for teaching purposes in other respects, and it would be worth while for the teacher's personal use. In fact, the training would be valuable for other high school teachers as well, especially for teachers of history, civics, and economics.

YOUNG PEOPLE'S READING CIRCLE

Remarkable growth of Young People's Reading Circle

The Wisconsin Young People's Reading Circle continues to grow in favor and in number of members from year to year. The following figures show a remarkable growth since its organization by the Wisconsin Teachers' Association in 1915.

Year	Number of Members
1915-'16	5,319
1916-'17	24,802
1917-'18	40,552
1918-'19	61,815
1919-'20	97,580
1920-'21	137,435
1921-'22	159,193

The number of members in schools under the supervision of county superintendents in 1921-'22 was 137,984; in city superintendencies 21,209. This indicates that the movement is reaching those especially whose public library privileges are most limited. School libraries are growing more rapidly and the selection of books has been improved through the impetus of these reading circles. All in all, the Young People's Reading Circle has proven to be an agency which supervisors and teachers find of great value for increasing the effectiveness of the schools.

TEACHERS' READING CIRCLE

Over 7,000 teachers in Teachers' Reading Circle

The growth of the Wisconsin Teachers' Reading Circle is shown by the following tabulation:

Year	Number of Members
1915-'16	908
1916-'17	2538
1917-'18	3616
1918-'19	3528
1919-'20	5485
1920-'21	6960
1921-'22	7323

In 1921-'22 the number of members under the supervision of county superintendents was 7,026; under the supervision of city superintendents, 297.

Beginning with 1922-'23 the members are required to read a minimum of three books each year instead of two, the previous minimum.

Advanced professional reading

Books for advanced reading are now part of the Teachers' Reading Circle list. These, it is hoped, will attract to membership more of the experienced teachers and those with training above the average. Especially will experienced city teachers find the list for advanced reading of value as a guide to the best current books on teaching and supervision.

Statistics of School Libraries

	1920-'21		1921-'22	
	No. of Volumes	Cost	No. of Volumes	Cost
All school libraries (totals)	2,051,762	$1,294,663.63	2,083,141	$1,402,045.46
All school libraries (added during the year)	129,173	116,685.40	155,639	146,055.90
Counties (totals)	1,802,472	1,053,740.66	1,805,577	1,130,526.61
Counties (added during the year)	97,947	83,415.82	123,325	113,652.92
Cities (totals)	249,290	240,922.97	277,564	271,518.85
Cites (added during the year)	31,226	33,269.58	32,314	32,402.98
Rural schools (totals)	1,211,808	619,436.00	1,199,186	669,659.67
Rural schools (added during the year)	57,154	41,912.18	74,800	62,426.89
State graded schools (totals)	248,775	153,146.50	249,148	168,362.43
State graded schools (added during the year)	16,808	14,579.14	21,360	19,234.24
High schools (totals)	457,197	460,054.33	479,493	486,269.14
High schools (added during the year)	42,993	52,674.94	38,280	47,576.16
Grades below high schools, counties (totals)	133,774	103,648.65	122,457	91,051.15
City grades (totals)	105,332	85,526.33	117,734	98,723.62
Grades below high schools, counties (added during the year)	12,443	10,982.72	13,452	12,840.98
City grades (added during the year)	19,214	16,877.33	18,198	15,869.16
Purchased during the year with Per Capita Fund:				
Totals	78,493	57,160.56	106,026	87,306.54
Counties	69,406	49,876.28	94,649	76,910.68
Cities	9,087	7,284.28	11,377	10,395.86
Rural schools	46,705	32,012.54	64,598	50,426.73
State graded schools	12,973	9,842.15	15,918	13,302.92
Purchased during the year with local funds:				
Totals	50,680	59,524.84	45,072	58,749.36
Counties	28,541	33,539.54	28,676	36,742.24
Cities	22,139	25,985.30	20,937	22,007.12
Rural schools	10,469	9,899.64	10,202	12,000.16
State graded schools	3,835	4,736.99	5,442	5,931.32
Average number of volumes in:				
Rural school libraries	185	-------------	186	-------------
State graded school libraries	392	-------------	395	-------------
High school libraries	1,137	-------------	1,172	-------------
Rebinding during the year:				
Totals	7,366	5,324.12	5,738	4,243.77
Rural schools	1,923	1,030.24	1,338	844.95
State graded schools	1,437	1,010.14	752	487.28
High schools	2,961	2,556.31	2,774	2,288.54
Grades below high schools, counties	835	550.74	550	393.58
City grades	210	176.69	324	229.42
Recorded loans:				
Totals	1,983,299	-------------	2,067,006	-------------
Counties	1,356,989	-------------	1,397,763	-------------
Cities	626,310	-------------	669,243	-------------
Rural schools	764,427	-------------	695,766	-------------
State graded schools	275,857	-------------	337,498	-------------
High schools	536,987	-------------	654,565	-------------
Grades below high schools, (counties).	176,546	-------------	184,601	-------------
Loans to others than pupils and teachers included in the above totals	88,895	-------------	72,597	-------------
Loans to others than pupils and teachers in rural schools	47,751	-------------	40,897	-------------

COMMENTS ON TABLE OF STATISTICS OF SCHOOL LIBRARIES

The number of volumes in Wisconsin school libraries is now considerably over two millions, representing an investment of approximately one and one-third million dollars. More than one-half of the

Two million books in school libraries

total number of volumes is in rural school libraries, and about one-fifth in high school libraries. Seven-eighths of the total are in school libraries under the jurisdiction of county superintendents. In 1921-'22 there were added to school libraries 155,639 volumes costing $146,055.90.

The doubling of the Per Capita School Library Fund will not bring its full effect until 1922-'23. In 1920-'21 there were purchased with that fund 78,493 volumes, costing $57,160.56. The figures for 1922-'23 will apparently be approximately double these figures. Those for 1921-'22 represent an intermediate stage.

Local funds

The amount of local funds expended for library books is an important factor in the progress of school libraries. The Per Capita School Library Fund is intended only for elementary schools and it does not apply to cities of a population of ten thousand or more. In the four year period from 1916-'17 to 1920-'21 the amount of local funds expended for school library books increased from $27,964 to $59,592; that is, it more than doubled.

Expenditure for high school books

For high school library books there was expended in 1920-'21 the sum of $52,674, as compared with 30,502 in 1916-'17. The average expenditure for library books per high school student in 1920-'21 was eighty-two cents; in 1916-'17 it was sixty cents.

The average number of volumes per high school library increased from 1,022 in 1916-'17 to 1137 in 1920-'21.

Average cost per volume

The average cost per volume of all books in school libraries, as reported for 1920-'21 was: Rural schools, 52c; state graded schools, 61c; grades below high schools, 77c; city grades, 81c; high schools, $1.00.

The average cost per volume of books added to school libraries in 1920-'21 was: Rural schools, 73c; state graded schools, 87c; grades below high schools, 88c; city grades, 88c; high schools, $1.22.

Loans

The number of recorded loans of school library books as reported is undoubtedly incomplete to a considerable extent. Nevertheless, approximately two million loans are reported for 1920-'21. Some eighty-nine thousand loans were to others than pupils and teachers. Of these over one-half were to residents of rural school districts.

CHAPTER XII

SCHOOL CONSOLIDATION

A CONSOLIDATED SCHOOL DEFINED

A complete consolidated school in terms of service is a centralized school that brings together not only the children of school age, but also the people of this area. The building is not only a schoolhouse, it is also a community house in all that the two words school and community imply.

Its aims

As a school it aims to give a twelve years' Course of Study—eight years of elementary work and four years of high school especially suited to the child and youth in a rural environment. This is enjoyed by them without breaking home ties while their real interest and help continues in the farm home.

A community center

As a community center it aims to give to the people the educational, social, recreational, and economic needs of the community that it attempts to serve. The family is a unit responsible in the main for the education and training of its children. The school is an institution established to supplement the home and the church in this most important of human duties. It is clear that the school must in every way possible strengthen the home for this sacred duty—the planning for and carrying on its part in the child's development toward noble, useful, effective manhood, or beautiful accomplished womanhood. This result is more nearly secured by taking the home with all its interests into the school and naturally the school with all its interests goes into the home. This is illustrated in the proper way of teaching especially the vocational subjects and is seen in all school activities. The consolidated school has succeeded in rendering this service to a marked degree.

PRINCIPLES FOR ESTABLISHING

Sufficient taxable property

There must be taxable property sufficient in the proposed district to support this kind of a school without over-burdening the people with taxation.

Large enough clientage

There must be people and children enough to classify into this kind of a school, ever remembering the changing rural population.

Broad planning necessary

The larger district must be wisely selected, looking to the best interests, present and future, of the territory and people who are to be left out as well as the territory and people to be taken into the new organization. But little if any attention should be paid to county or to township lines. Wise was the action of the state legislature of Nebraska when it ordered the entire state to be districted for consolidated schools. Such a law requires a broad forward planning that renders service to the whole state and prevents failure many times due to more narrow vision and selfish local interests.

The school center

The Center, the place for building or buildings, should be as near the geographical center of the district as possible. Sometimes the exact geographical center is not suitable. The lay of the land, hilly or level, lakes and streams, the present roads and the possibility for more and better highways, their direction, whether they are parallel or converging, must all be considered. The natural tendency of the people to be attracted by market, trade, business, post office, store, and boarding places for teachers has its advantages for school and community centers; many of the strongest and best schools have their centers in the open country.

PROGRESS IN OTHER STATES

Growth

The first consolidated school was organized over fifty years ago in the State of Massachusetts so it is not a new kind of school organization, but a kind that has been tested, tried and found efficient. It is most popular where it is best known. The Bureau of Education, Washington, D. C. two years ago stated that about 2,000,000 children were being transported from 65,000 one room rural schools that had been closed, to 13,000 consolidated schools found in all parts of our country from Connecticut to California, from Northern Minnesota and Northern Michigan to Southern Mississippi and Alabama.

Iowa's experience

It is difficult to decide which is the leading state in this kind of school service but nearly if not all state school officials are as strong in its endorsement as is State Superintendent P. E. McClenahan, Des Moines, Iowa, in his statement July 17, 1922: "No consolidated school in Iowa that has been completely organized has ever dissolved or gone back to the old system. The number of consolidated schools has almost doubled here in the last three years. Last year we hauled something over thirty-five thousand children and had a large number of busses and motor transportation. We have very few complaints, and some of the children are hauled as far as eight miles. There is no question but that the consolidated school has been a very wonderful success in Iowa. This is one of the greatest educational movements of the last quarter of a century, and possibly of this whole century." They have had consolidated schools in Iowa for 25 years.

IN WISCONSIN

Increased transportation

In Wisconsin consolidated schools are not so common, but transportation which is one of the most troublesome details of a consolidated school is rapidly increasing due to the law that allows transportation to every child living over two miles from school. In the year ending 1921 this state transported 5,476 pupils and about three times that number the past year.

State graded and union high schools

In place of consolidated schools this state has over 600 state graded schools that although largely rural do not pretend to give full high school privileges, the right of every American child. This state has about 80 union free high schools that are largely rural but pay no attention to the first eight years of the child's school life. These two types of schools pay little or no attention to each other and fail to work together. The consolidated school serves the child through eight years of elementary school and four years of high school which gives the rural child a complete high school course before he has to leave home to stay over night as far as his schooling is concerned. He is thus fitted at home for future school work if he wishes to attend higher institutions of learning.

Consolidation workable in most parts of state

Some parts of Wisconsin are so sparsely settled and some of it on account of topography and low taxing value cannot now and perhaps never can have the advantages of consolidated schools. Three-fourths of the state with her abundant wealth, compact population, excellent roads, and favorable topography can very successfully give to her people and their children a much better public school service through more complete organization.

SPECIFIC CASES

Institute

The interest is moving slowly but there are places of marked success. The largest project is at Institute, seven miles north of Sturgeon Bay in Door County, where after six one-room districts were consolidated a seventh district asked to be taken in. The request was granted making an organization including 53 square miles, or sections, with about 400 children. The fine building now in process of construction at a cost of over $100,000 is to house kindergarten grades and a four year high school. It has every modern equipment found in our best village or city school buildings, and is expected to be ready for occupancy September 1923. The transportation will be carefully planned and that community far famed for its wonderful Door County cherries will be far famed for one of the most complete consolidated schools in the country although she has strong rivals in North Michigan on the east and North Minnesota on the west.

Elk Mound

Elk Mound, Dunn County, a complete consolidated school district of about 20 square miles or sections gives grades and four years of high school, runs seven busses and has been in operation two years. The past winter during cold weather, storms, and deep snow when many of the schools of that county were closed due to the inability of children and teachers to reach their schoolhouses, the Elk Mound seven busses arrived on time and that school had an average daily attendance of above 95% through the winter months.

Argonne, Siren, Williams Bay. Other places

Argonne, Forest County, has a large territory, runs 9 busses, and is making a good record. Among others doing well are Siren, Williams Bay. Places that are organizing the complete type are Prentice, Price County, Fennimore and Bloomington in Grant County. Other places considering this large type of organization are Dousman and Waukesha Township, Waukesha County; Nekimi Township, Winnebago County; Rockland, La Crosse and Monroe Counties; Downsville, Dunn County. Each of these places will have a fine school if they complete what they are planning as conditions in each place are favorable for such service.

WISCONSIN'S NEEDS

County Unit

The county unit of organization is needed for better school management. This does not mean the abolishing of local districts. It gives a larger tax unit for equalizing school costs. The present county school committee should have its powers greatly extended, particularly those that relate to consolidation.

School district lines in very many places should be changed. Many districts are so planned that the taxpayer finds it difficult to pay his

Attention to school district boundaries

taxes in the proper school district or to send his children to the right school. In numerous instances taxes assessed against parcels of land in a given district have been paid into the treasury of another district. Even assessors find difficulty in properly assessing land in some school districts. The entire state should be districted with future consolidation in mind where such organization is practicable, thus planning high school opportunities for every child at home.

Change in voting consolidation

A change should be made in the manner of forming consolidated schools. Instead of requiring a majority vote in each school district, a majority vote of the electors of the proposed consolidated district should be required; provided that when a village of more than one thousand population, according to the last state census, is included within the proposed district, the village and the outlying territory should vote separately. A majority vote in each of these units should be necessary to a consolidation.

Additional aid

More state aid should be given to consolidated schools. It should be more than the amount given to both a state graded school and a union free high school when the consolidation includes 36 square miles and offers four years of high school. Many communities would be glad to form such a school district if it were not for fear of excessive taxes.

The future

As it appears now these changes are necessary if Wisconsin is to rank among other states in this form of school organization. Other states have been obliged to make these or similar changes in their laws before they reached the success they have attained in serving their people through school consolidation.

CHAPTER XIII

VOCATIONAL WORK IN HIGH SCHOOLS

Vocational aid

In 1913 the Wisconsin legislature enacted a law which gave to high schools a special financial aid to further the introduction and maintenance of certain so-called "Vocational Training Courses." These courses were designated as follows: Manual training, domestic science, agriculture and commercial. The original aid gave one-half the cost of instruction in these special subjects not to exceed $350 per year for commercial subjects and $250 per year each for courses in manual training, domestic science and agriculture, this amount to be increased to $350 if the special courses were to include work given to the two upper grades next below the high school.

Prorating of aid necessary

The original total appropriation was never increased by the legislature and although sufficient to carry out the provisions of the act for a few years, during the past six years the amount set aside for this aid has proven insufficient and for a number of years it has been necessary to prorate the appropriations so that at present the aid is but little above 50% of the original maximum amount for each school.

Problem of continuing aid

At present there seems little likelihood that the original appropriation will be increased materially or that the provisions of the law will be retained indefinitely. There is a feeling that the purpose of fostering "infant courses" of this kind can be met much better by increasing the original amount of aid and either establishing a downward sliding scale or limiting the number of years for which the special aid may be received. The arguments in support of such a policy seem sound: That the original amount is too small to take care of increase—expenditures due to salary and equipment and that after a special subject has been fairly established under the provisions of an act, it has either sold itself and should continue as part of the regular educational scheme or it has failed to make good, in which case further aid is but an artificial means of prolonging a life which has proven of little or no value.

Equipment and cost of operation as basis for aid

Another plan is to give aid only for equipment and cost of operation, aside from salaries, the state either matching the school district expenditures up to a certain amount or contributing a marimum fixed sum. Either plan has its merits and will likely be of more service in its intent than the present one when the amount involved is very small, distributed over a large territory and eventually "lost" in the budget as a whole.

A study is now being made of the whole problem and will likely lead to advanced legislation.

Teacher qualifications

A provision of the state aid is that teachers in a school sharing in this aid must hold a special license covering the special subject. This license is given to teachers who have received a special teaching preparation in the special subject of at least two years subsequent to graduation from a high school. It is also issued on examination.

Vocational teachers and academic work

This provision has insured, on the whole, only a fairly satisfactory teaching corps for the special vocational subjects but has incurred no hardships in the average school. In a number of cases, however, especially in the smaller high school, the number of pupils taking these subjects may become so small that a teacher's full time can not be used in teaching the special subject. The two year special training has left, as a rule, little opportunity for preparation along other teaching lines, except for coaching athletic teams. In consequence some of the smaller high schools either do not offer the special subjects because they cannot obtain teachers who can teach regular academic subjects in addition to their specialty, or these schools employ regularly licensed academic teachers to teach part time the special subjects. The situation is unsatisfatory in such a case either way, and argues for more extended teacher training so that a "specialist" may not become an "ultra specialist" and also that he serve his school board to better advantage by a more extensive teaching preparation.

Higher qualifications for teachers

The time is not far distant when the state of Wisconsin will have to insist upon a university degree of four years of post-secondary preparation as a prerequisite for teaching. The teachers of the special subjects should not be exempt from any provisions looking towards advanced preparation and it is hoped that legislative action looking towards this goal may be had at an early date.

AGRICULTURE

Slow progress of subject

Among the special subjects, that of agriculture seems to have made least headway or at least has by far fewer schools offering this subject than any one of the others. In 1920 there were 59 high schools receiving state aid for this subject and during the past two years this number has just about held its own. There are a number of schools giving one and two year courses which are not included in the above, but at that the subject suffers by comparison with the other special subjects.

Reasons for slow progress

In part this may be due to the requirements set up for state aid which necessitates offering four years of work and the employment of the special teacher for eleven months of the year Aside from this there seems to be a decided tendency against the introduction of the subject in the high school curriculums. Whether this is due to a possibility that the schools do not offer a type of instruction which meets the needs of the situation or whether there is a definite tendency of students to gravitate towards other activities is not certain, but the latter seems fairly reasonable when we find that one-half of the high schools of the state have four year commercial courses and a great many of these courses are offered in schools situated in rural communities having but three or four teachers.

Desirable course for rural communities

The department has many times suggested agricultural work as a desirable activity in rural communities but has met with but indifferent success. Among the smaller high schools, especially those that draw their students from the farm, there appears, if not an antagonistic, at least a very apathetic attitude towards this type of work which does not augur well for a "return to the farm." That schools are supposed to be "educating away from the farm" likely has its origin in the indifference displayed so often by those who are in actual control of the local situation. The remedy lies there, not in any control or influence which may be brought to bear from the outside. We are confronted with a fact, not a theory.

Teacher qualifications

The teacher preparation for this type of work has been, as a rule, satisfactory. Among the 73 teachers of agriculture (a share teach agriculture for part time only) we find that nearly 40% are college graduates; many of the balance have had three years of special training.

Aid requirements

The requirements for state aid in agriculture may briefly be summarized as follows: The school must offer a four-year approved course, offering home projects for three years; the teacher must have a special license for teaching agriculture, and he must be employed for eleven months of the year.

References to publications

For further information reference may be had to "Agriculture in High Schools" and "Course of Study in Elementary Agriculture," both bulletins published by the department.

MANUAL ARTS

Growth of work

This subject has not been extended to any extent over the past biennium. In 1919 there were 108 schools which received state aid. This was increased to 127 in 1920, the year after the war. In 1921 the number dropped to 123. This was due in part to the dearth of properly qualified teachers and in part to a desire to cut down school expenses. The subject entails, of course, some expense both in teachers' salary and for materials and the fact that manual arts is a "special subject" and schools can get along without it, it is not a required subject—all of these probably have been the main causes preventing a more rapid extension of the work.

Teacher qualifications

But as important as extension, if not more so, has been the matter of raising the standard of teaching and performance on the students' part. Teacher preparation still leaves considerable to be desired. Of the 200 special teachers employed in the work only six, 3% report themselves as university graduates, while fifteen or 2½% are not graduates of any institution beyond the high school. Over 80 have had but two years of special training beyond the secondary school. There should be a definite effort made to raise the qualifications of teachers in this subject to at least three years of post-secondary training looking forward to a program of employing none but university graduates.

More attention to pupil needs; less to material product needed

An extended discussion of the whole matter of educational policy and specific aims underlying the work in manual arts has been published in the last biennial report of 1918-20 and all of the subject matter of that report is as pertinent now as it was then. The suggestions made in that report have met with some response especially along the lines of better organization of teaching material and the requiring of definite student reactions in terms of real recitations. However, much is still to be accomplished before standards as a whole are raised much above the present level. The "boy product" is still too much of a secondary importance while the material product is rated first—but the signs are hopeful ones.

Courses should offer more diversified activities

In the matter of diversified activities little, if any, progress has been made. In 1920 twenty-five schools offered some other type or types of work than woodwork; in 1921 the number had dwindled to nineteen and nearly all of these schools are situated in Milwaukee, Racine, Kenosha, Oshkosh, and the larger cities. The balance of the high schools are still devoting their attention to woodworking and mechanical drawing only.

Types of work offered

In sixteen schools some work in machine shop practice is offered (mostly in connection with the work of the vocational schools); nine schools, most of them in Milwaukee, offer work in cold metal and hand metal working. Forge work is given in but five schools and only three report printing as a regularly offered subject. Automobile work, foundry work and electrical construction are represented in each of two schools.

It may not be amiss to quote from the 1920 report in this connection:

Too much woodworking

> "We are forced to the conclusion that we have paid too much attention in the past to woodworking as the sine qua non, and have neglected to bring the boy into contact with other activities and materials. Again, if the work of the shops is to carry over into the life outside of school we will have to recognize the limitations of a woodworking shop as a means in this direction. If we are to encourage the boy to participate in the various activities of the world we find these of many kinds and the woodworking shop is at a disadvantage. Again, if we concede the value of the problem method, we are forced to the conclusion that our usual shop facilities are inadequate. The very constructive tendency of child life shows the way to varied activities and even our high school students are but children in this respect.

Other forms of work should be introduced

> "Such considerations as these force one to the conclusion that the manual arts work of the high school, where it consists of woodworking only, should be augmented by a number of other activities. This conclusion does not in the least deride woodworking as possessing inferior educational value, but is simply in accord with the discussion above. Under ordinary circumstances a boy taking up manual arts work in the grammar grades and continuing this work in the high school, comes into contact with nothing but woodworking for four years. This limited opportunity obtains in 85% of the schools of this state and deprives thousands of children of the advantage of more varied work. It would seem best therefore to introduce other forms of work in these schools.

Variety of subjects and their value

"The average boy can well cope with such activities as simple sheet metal work, hand work in metals, cement work and simple electrical work and wiring. Such varied work serves him well in his problems, stimulates his constructive tendency and brings him into contact with materials which form the basis of a number of our greatest industries. Moreover, such work permits of a variety of muscular co-ordination, which in turn serves advantageously later to develop better muscular control. Psychologically it also serves its purpose in that it sets up new mental attitudes necessary to deal with substances which are more refractory than wood, which do not lend themselves as readily to deformation and which necessitate new mental avenues of approach.

"The student, in a measure, is familiar with these materials which he meets continually in his daily life and concrete contact with them in the classroom and laboratory will not "breed contempt," but on the contrary will broaden his economical outlook and make him appreciate to a fuller extent the interrelations among the world's great activities."

Indifference of teachers toward enriching work

Field reports from teachers and others seem to indicate that there are two important factors at the base of the non-compliance with the suggestions made. One comes from the teacher himself who is "afraid to tackle the newer work because he does not know much about it and it has not yet been well organized for class consumption." This is of course a lazy mind attitude but a real one nevertheless. There seems to be no question about the merit of the original proposition —its application is where the rub comes.

Machinery costs as a drawback

The other factor somewhat inimical to success in this direction is the expense connected with it. In a recent bulletin, Manual Arts No. 6, which was sent out to all teachers of manual arts in the state, attention was called to the fact that the expense of installing equipment for the types of work suggested was not a heavy one and that this should not act as a deterrent. However, this fact did not seem to have much weight with either teacher or school board and as the initiative was lacking, little was done in furthering diversified activities. Of course, it is recognized that the expenses of education have risen materially during the past years and that tax rates have kept step correspondingly all along the line. It is hoped, therefore, that more normal times will see the expense bugaboo banished from our considerations and that the teachers' attitude change so that desirable results may follow.

Grade work in manual arts

The work in grades seven and eight is given in connection with the high school work in but 95 out of the 123 schools receiving state aid. This excludes grade work given separately in the larger cities. The work is fairly well organized but lacks in a definite educational aim. Probably 95% of it is stressed on the side of skill while little emphasis is placed upon industrial intelligence whose development can be materially furthered by utilizing the work in manual arts as a means. The time element is of course somewhat responsible for mediocre results—80 minutes per week is too little time to make appreciable progress in any direction, whether this is purely educational or the development of skill.

State graded school needs

The manual training work in the state graded schools is as a rule unsatisfactory. In the first place the preparation of the teachers in these schools is inadequate for this purpose; many have had but a few weeks of summer school training in this line and when we consider that 80% or more are women, one can readily imagine that the work is likely to be unsatisfactory. Another factor which is of importance is the lack of proper equipment and its care. Though the department requires a certain minimum equipment, it often happens that local dealers supply inferior and improper tools and due to inexperience and neglect these soon become worthless. The equipment is usually placed in an out of the way corner of a basement, unsuited in every way, and in a short time the equipment is ruined. Benefits of this type of work, if any, are more incidental than directive. If the work is to persist and give satisfaction to all concerned, it will be necessary to provide for more adequate teacher preparation and a better type of equipment.

In conclusion there are quoted some excerpts from the 1920 report on "The Teacher."

Improving the work

"A constructive program of any kind is futile unless the teaching force is prepared to carry it out and is in thorough sympathy with it, for after all it is the teacher who determines results. It is believed that essentially there are no mechanical problems in the suggestions made with which the well prepared teacher cannot cope. The method of attacking the problems and the organization of the newer teaching material may offer some difficulty, as this material has not been previously organized along the lines indicated. Possibly the paucity of such organization is an advantage in that new and fruitful experimental work will have to be undertaken and real progress therefore attained the more quickly. We must admit that careful experimentation will be necessary and it is hoped that teachers will bring to bear upon the problems the best there is in them and that they will be unbiased enough to recognize the validity of the claims made for innovations.

Teachers must overcome conservatism

"It will also be necessary to overcome our conservatism; our teaching activities must partake of the nature of real investigation if we are to succeed. The problem method will entail a new attitude on the part of the teacher; he will have to be open minded and in a receptive mood in order fully to appreciate his problem. Class work as such will be minimized and his concern will of necessity be transferred from the material product to the 'boy product,' and it is well that such be the case. The former has always been too much in evidence and has seemed to be the aim.

Teachers should keep informed as to modern educational trends

"The teacher of the manual arts should do a deal in the direction of professional advancement and almost of necessity must become a voracious reader if he is to be or remain at all familiar with the general education trends. This reading should not be confined to his special field, but should include the fields of general education, literatures, economics and contemporaneous social problems. Teachers are quite prone to become ultra-specialists and in the same measure limit their usefulness both as teachers and men of affairs. It must not be forgotten that the teaching of special subjects is amenable to the same principles governing education in general and that a broad training and wide outlook is necessary in order to see the various subjects in their true relation to the whole field of educational endeavor. Teachers should also be more generous in their attendance at educational institutions from time to time in order that they may come into direct contact with the more advanced educational thought."

HOME ECONOMICS

Supervision

The work in home economics has progressed in a fairly satisfactory manner during the last years in spite of the fact that during the year 1921-22 there was no state supervision of this subject in charge. The various high school supervisors, though not experts in the subject, nevertheless did some constructive work in supervision and the supervisor of home economics of the State Vocational Board also gave valuable assistance in a number of instances.

Increase in number of schools offering

The number of schools receiving special state aid has increased slightly over the 1918-20 period. The training of teachers seems to have taken an upward trend. In 1920, out of 294 teachers of home economics only 40 were college trained while 309 teachers reported in 1922, sixty-two were college graduates. This is a good showing and speaks well for advancement along this line.

Skill vs. problem solving and appreciation

The conditions existing in the past and to which attention was called in the last biennium are still with us. Similar to the situation in manual arts, the greater stress has been laid on skill and the least (almost none) on problem solving and appreciation. Quoting from the last report:

> ". . . The paramount problem in this field has ceased to be one of expansion. It is, on the other hand, a plain case of "holding our own." We are not greatly concerned with the introduction of the work lower in the grades nor higher in the grades. We are centering our attention on an effort to improve the quality of work offered in the seventh, eighth, ninth and tenth years, the years for which state aid is offered. After a satisfactory standard of work has been reached in these grades, we welcome expansion into the upper and lower grades.
>
> "A satisfactory standard is being maintained by any school that can answer in the affirmative the question: "Are you giving Home Economics pupils what they desire and need?"
>
> "There are indications in this state and in other states that we are not doing this. This is evidenced in many places by a meager enrollment in the ninth and tenth grades."

Teaching emphasis

> ". . . It is more a question of too rich a content, that is, too rich to be handled by the ordinary undertrained teacher, who is unable to select with good judgment, relative values from the many avenues of interest that have contributed to the subject matter of Homemaking."

> ". . . One hundred teachers in Wisconsin were observed and a study made of the aims expressed in teaching. The results of that investigation follows:
>
> 75% placed the emphasis on skills.
> 15% placed the emphasis on acquisition of information.
> 9% placed the emphasis on the appreciation aim.
> 1% recognized the problem-solving aim.
>
> "We need to restate our aims in terms of larger values than more acquisition of skill and information. We need to make our Aims the common knowledge of all teachers, administrators, and the general public. Leaders in Home Economics teaching are supporting the following aims:
>
> "The chief aim in the teaching of Homemaking, as in all education, is training for active and worthy membership in the home and community.

Subsidiary aims

1. "Training in power to see and solve problems arising in the home community.

2. "Training in appreciation of the various phases of Homemaking and in the development of judgment in regard to the relative values involved.

3. "Sufficient training in skills to develop thorough appreciation and understanding to the end that these skills may be perfected, when desired, in the home environment."

"... Our teachers of Homemaking are insufficiently trained for handling anything more than a very mediocre type of work."

"... Our plans for broadening our aims and reorganizing the course of study on the basis of life situations will be of no avail unless we face squarely the problem of teacher training. We cannot expect two years of training beyond high school to give the background of subject matter and the breadth of view necessary for attacking this subject in the modern way."

A Constructive Program for Home Economics

A program of home economics

1. "A restatement of aims in terms of broad social values.
2. "Better trained teachers. We desire a minimum standard of four years of training beyond high school.
3. "A reorganization of our formal outline of subject matter in terms of projects that deal with life situations.
4. "Let the Homemaking department become a vital part of the school curriculum, so correlated with the other branches, that its influence for better clothing and food habits is felt by the entire school body."

Grade work in home economics

The grade work in home economics is given in 153 schools out of 231 high schools which receive special state aid. Its character is fairly good but it suffers, similar to the work in manual arts in the grades, from a lack of time given to it and too great an emphasis upon manual accomplishment to the detriment of educational values. Cooking and sewing constitute the "menu." There seems to be a need for a diversified diet in this respect and the elements of home nursing, home making, etc., could easily be injected into the curriculum.

State graded school work in home economics

The work in the state graded schools lacks for want of properly trained teachers, yet, as most of these are women, native aptitude and ability along this line helps very materially. The work here also functions more in the community and the home than in city schools and the making and serving of noon lunches, refreshments served at school and parents' meetings and other social activities lend a wholesome air of reality to the work. A serious drawback is of course the very limited equipment usually found. In most cases this could easily be augmented without entailing much expense and would be a paying investment on part of the school district. Much is still to be accomplished.

A publication by and for home economics teachers

For a number of years the teachers have contributed helpful articles to a bulletin entitled "Home Economics Teachers Exchange Ideas." This publication, issued at intervals by the department, has been of distinct service to the special teachers of this subject and it is expected that it will continue to be sent out under competent editorship.

Discontinuance of basement rooms

One of the outstanding things has been that the home economics quarters are being taken "out of the basement." It has been argued, and rightly so, that basement rooms are unsuited for this purpose, being in many cases dark, dingy and damp and also make for undesirable isolation. In many cases and especially in the newer buildings the home economic rooms are assigned on the first or second floors and adequate provision made for good sanitation and proper facilities.

Unit kitchen plan of arrangement

In this connection it may be mentioned that the so-called "unit kitchen" idea is being taken up quite generally among the special teachers. In brief this consists of dividing the main cooking laboratory into a number of small "kitchens" by means of rather low partitions, open, however, to general view and supervision. Each "kitchen" is equipped with a certain type of utensils and kitchen apparatus, varying from the common kind to the more elaborate and expensive. By rotating the student assignment to the various kitchens each one becomes familiar with the various types of equipment and is thus in a position later to form judgments in this respect based upon actual experience. The "group" system is not done away with in this case as a number of girls occupy each "kitchen." Aside from this a definite sense of responsibility is engendered in the student due to working in quarters where responsibility is evident as a matter of course and not created artificially. Natural surroundings are conducive to natural behavior and reactions.

Subject emphasis changing

The work in general has also taken on a more functional aspect and is beginning to reach out into the home and the community. Home projects are on the increase and we have gone from "cake" to the more practical "steak."

Taking it all in all this special subject has more than held its own and the signs point to a good progressive program in the next biennium.

COMMERCIAL

Number of schools offering commercial courses

The state gives special aid to high schools offering a four years commercial course, approved by the department of public instruction and taught by teachers having a special license for this work. In 1919 there were 151 such schools and in 1921 this number rose to 175. In 1922 194 schools received state aid.

Commercial teacher qualifications

As Wisconsin is somewhat short of public commercial teacher training institutions, aside from one normal school, we find a rather interesting distribution of teachers' qualifications. Thirty-two per cent of the special teachers have received their training outside of the state, mostly in commercial or business colleges; 8% are university graduates and 8% are not graduates of any institution. Twenty-six per cent have been trained in commercial colleges while one normal school in the state has contributed 45% of the special teachers.

Size of schools offering work

It is evident from the number of schools receiving state aid for this subject that the commercial work is not confined to the larger schools, in fact there has been a tendency to offer this type of work in schools where a reasonable doubt existed as to the wisdom of such a course. One such school with an enrollment of 72 students had 41 students taking the commercial course, though the town offered but three positions of this type. Small rural communities are quite apt to seize upon this work because of its "practical" value, for the time at least, forgetting the real needs of the students and the community. The "education away from the farm" mentioned earlier in this chapter finds food here. Small rural high schools with three teachers attempt, and often insist upon, offering a commercial course when it is self-evident that the teaching force and facilities are so limited that no desirable results can possibly be expected. The enrollment in these courses is a most disproportionate one—everyone desires to participate—and so "few are chosen." The attitude is not of the best. There are signs that a more wholesome attitude is being developed looking not so much towards extension as to more intensified work of a higher type—in other words the standard is being raised.

Functioning of work in the community

The functional aspect of the commercial work is receiving attention both at the hands of the teacher and the department of public instruction. Bookkeeping is made to include budget making of the home and the farm; farm accounting is receiving considerable attention as well. In quite a number of instances stenography students of the school take commercial dictation out of school hours; addressing for business houses and banks as well as circularizing and duplicating work is now being done in quite a number of schools.

Extension of work in larger high schools

As a rule the commercial work of the larger high schools is taking on a wholesome aspect. In some of them courses in salesmanship are being given and office training and routine as well as commercial law courses are now offered. It is hoped that the level of teacher training will be raised for this type of work as well as that advocated for other types.

CHAPTER XIV

SCHOOL BOARD CONVENTIONS

History of movement

The first school board convention law in the United States was passed by the Wisconsin legislature April 24, 1905. The law states among other things that every county or district superintendent shall call at least one convention each year and that the clerk of each district *shall* attend and the director and treasurer *may* attend this convention. The original law reimbursed each officer attending two dollars per day and three cents per mile traveling expenses for going to and returning from the convention measured by the nearest traveled public highway. In 1919 the law was changed so that it now gives four dollars per day to the attending officer provided he is in attendance at each session of the convention.

Perhaps no piece of school legislation has done so much for the rural people as this law. It provides an opportunity for a number of people of a county, most interested in education, to assemble to discuss among themselves and with recognized state leaders on rural thought problems looking to the betterment of school and social conditions.

Topics discussed

At these conventions the most modern thought of the day is presented under such topics as the following:

1. Schoolhouse construction.
2. Heating, lighting, ventilation and air humidity.
3. School furniture and supplies.
4. The training of the rural teacher.
5. Duties of school district officers and teachers.
6. Consolidation of schools.
7. Modern educational movements.

As a clearing house

Usually a question box is provided so that any question relating to schools and the proper schooling of children may be answered. In short the convention is a clearing house for the best in education. It serves as a medium for carrying to the remotest district not only the best in education but at the same time adapting it to the local needs.

Officer in charge of

The county superintendent has charge of the convention, prepares its program and is under a great responsibility to make it the best possible. No speaker should be on the program who is not in sympathy with rural life and directly interested in it. It is not enough for him to say that he was born on a farm and attended a district school. He should know what is going on socially, industrially and economically at the present time in the rural communities. If the speaker understands rural life so that he can adapt modern educational thought to it, few positions can give an educator a greater opportunity for service.

Number held Each year there are about one hundred ten conventions held with approximately twenty thousand officers and teachers in attendance. Each year the attendance and interest in these conventions is growing. Besides the school officers and teachers it is not unusual to see ex-officers and other friends of education in attendance in large numbers.

CHAPTER XV

TRANSPORTATION

Transportation costs

During the year 1916-17 the sum of $107,382 was expended by the various districts for the purpose of transporting children to the schools of Wisconsin. The intervening years have witnessed a gradual increase in appropriations devoted to this purpose until the expenditure for 1921 reached the sum of $320,000 in round numbers. As the newer applications of the law with special reference to Union free high schools becomes better known it may be expected that the expenditures for transportation will continue to show increase.

Equalization of school opportunity

The transportation law was passed for the purpose of compensating in a measure those pupils who are handicapped by the fact of their residence distant from school. Its operation reacts beneficially upon the school opportunities accorded to thousands of pupils whose homes are situated beyond a reasonable walking distance from the school. Transportation is the natural corollary of all proposals looking toward the enlargement of school districts through consolidation or otherwise. The state has shown its confidence in the justice and equity of the transportation law by its sanction of a plan to reimburse partially all districts for money expended for transportation in the district.

Parents may transport if beyond two miles and receive compensation

Union high school transportation aid

Prior to 1917 there was no statute authorizing parents to be paid for the transportation of their children unless by express agreement with the school district. On and after June 18, 1917, however, parents have had the right to transport their own children in cases where they reside more than two miles from the school in the home district and from school in an adjoining district. At that time the compensation was fixed at twenty cents a day per pupil. It became evident however that this rate of compensation did not fully meet the need in average cases, hence during the legislative session of 1921 the compensation was raised to forty cents per day per pupil. Special provisions were made for residents of union free high school districts, owing to the large area included in schools of this type. Obviously it would not be good public policy to raise the compensation to a point where a parent or guardian would have any temptation to look upon the transportation of his children as a business enterprise. The law was designed to benefit boys and girls of the State and in that spirit it should be administered.

Compulsory in consolidated districts

It is the duty of the school board of any consolidated school district to provide transportation for the entire year for all children between the ages of six and sixteen who reside more than two miles from the consolidated school.

Electors may authorize

It is also lawful for the electors of any school district to authorize the school board to provide transportation to and from school for any or all children of school age residing in the district, for whom transportation is not required by law. And in the event that the electors neglect or refuse to so provide at least for children residing more than two miles from school in the home district and from school in an adjoining district, then the parent or guardian of any such child may transport him to and from school in the home district or to and from school in an adjoining district and shall be paid for such services by the district in which he resides at the rate of forty cents a day for each child so transported. In order to qualify for compensation the type of transportation furnished must be safe, comfortable and convenient and must be continued over a period of one hundred school days. It is not required that these days be absolutely consecutive but a total of at least one hundred days must be completed during the school year. The type of transportation provided must meet the approval of the school board and the law contemplates that transportation must actually take place in both directions. In computing the distance traversed, distance should be measured along the nearest travelled highway from a point in said highway opposite the main entrance to the school building to a point in said highway opposite the patron's home where the children would naturally enter such highway in travelling the shortest distance from their place of residence to the highway.

One hundred days transportation required

Computing distances

Payments of costs

In cases of individual transportation no bond is required but the parent should enter into contract with the school board and should keep a record of all transportation furnished so as to be able to file an itemized statement with the board when making claim for transportation. School boards are not obliged to pay transportation accounts on a monthly basis for the reason that the district receives partial reimbursement from the state only in cases where the transportation is continued for a minimum of one hundred days.

Parents' responsibility in providing transportation

The absence of legal requirements in reference to a bond in cases of transportation by parent or guardian implies a lessened responsibility on the part of the school board and consequently less exact requirements on the part of persons transporting. A broad interpretation of what constitutes "safety, comfort and convenience" may be made by school officers in cases of individual transportation. For example—it has been held in reply to inquiries that transportation on horseback may be lawful under favorable conditions. That a covered conveyance is not required where the child is provided with ample clothing to protect him against the inclemencies of the weather and that the conveyance is equipped with suitable robes, blankets, etc. It has also been held that when the conveyance is driven by an older member of the family who is familiar with the mode of conveyance used, such constitutes lawful transportation, even though the driver be a pupil in the school. Conveyance by interurban, steam railway, bus lines, automobile, etc., is the legal equivalent of transportation by team and is better where available.

Board and county superintendent judges of safety and comfort

Final judgment on the type of transportation offered by parent or guardian as to its safety, comfort and convenience rests principally with the school district board and the county superintendent and while a liberal construction of the statute is suggested in such cases it may also be observed that no school official is required to certify to the adequacy of transportation which does not meet his conscientious approval in the above mentioned particulars.

Written contracts and bonds should be furnished

When the school board is authorized by the electors or required by law to provide transportation it is their duty to enter into written contracts with the parent or guardian or other persons. In all cases where a contract is entered into with a person other than parent or guardian such person must file a bond in the sum of three hundred dollars running to the district with approved sureties in double the amount; said bond to be forfeited to the district in case of failure on the part of the driver to provide transportation in accordance with the terms of the contract.

Requirements of drivers

The driver of each such conveyance shall be a person of good moral character, trustworthy and responsible. He has control of the children while going to and returning from school. He must not use profane or improper language nor permit such on the part of the children. He must report cases of ill-behavior or insubordination to the parent or teacher. He must transport the children safely and promptly in a conveyance provided with protection against cold and inclement weather. The board should let the contract to the lowest responsible bidder and should arrange the route so as to best accommodate the largest number of pupils possible. The best transportation is that which goes directly to the child's home but in cases where service of this type would unreasonably lengthen the route it is permissible to request pupils to meet the school conveyance at convenient intersections on the main highway provided such an arrangement does not require the child to walk an unreasonable distance.

Board and lodging in lieu of transportation

The school board has the right to substitute board and lodging in lieu of transportation for children residing more than four miles from school if it deems such an arrangement for the best interest of the district. In such cases it is legal for the school board to make arrangements for board and lodging at a suitable place not more than one mile from the school and to pay for it out of the fund provided for transportation at a rate not to exceed $5.00 per week of five school days.

District may close school and retain its identity

Whenever the electors of any rural school district direct the school board to close the school, the district continues to be entitled to general and special state aid provided that transportation to a first class school is furnished for all pupils who reside more than one mile from the school in an adjoining district and that the percentage of attendance shall be at least eighty per cent of the number enrolled for transportation. Tuition must also be paid for a term of at least thirty-two weeks. Transportation in such cases must be fully the equivalent of other transportation outlined above as to safety, comfort and convenience.

Union high school transportation

The legislature of 1921 made special provision for transportation in Union free high school districts on account of the larger area occupied by these school districts and the consequent greater need for transportation privileges. In this case the transportation privilege begins at a distance of three miles instead of two miles and is upon the following basis: For each child residing more than three miles and not more than four miles, 40 cents per day; for each child residing more than four miles and not more than five miles, 60 cents per day; for each child residing more than five miles, 80 cents per day. But the Union free high school board is not obliged to pay such compensation unless the child has attended school at least six months while being transported. Provision for the substitution of board and lodging are similar to those provided in other cases except that the amount so paid for board and lodging shall not exceed four dollars per week.

It should be kept in mind that the legal provisions appertaining to transportation apply only to pupils who are residents of the district except where the home school is closed by vote of the electors and transportation is furnished to school in an adjoining district or under the provisions of Section 40.29 where under certain conditions a patron may elect to send his children to school in an adjoining district.

Board shall determine sum necessary if electors fail and have it spread on tax roll

Subsection (2) of Section 40.16 provides that the school board in all cases where the electors at the annual meeting or at a subsequent special meeting prior to the third Monday in November, fail to levy a tax sufficient to pay for the tuition or transportation required by law or authorized by the electors, shall on or before the Wednesday next following the third Monday in November determine the additional sum necessary to pay for tuition or transportation or both and the district clerk shall at once certify to the town or village clerk such amount which shall be levied and collected in the same manner as other district taxes are levied and collected.

State partially reimburses districts

School districts are partially reimbursed by the state for money expended for lawful transportation upon filing with the Department of Public Instruction the proper reports. Such reimbursement varies from 10 cents to 20 cents per day per pupil, depending on the distance which the pupil is transported.

District's method of getting aid

In order to obtain state aid for transportation it is necessary that the school district board file a report with the State Superintendent on or before the first day of August in each year. In filing this report the school board should have the cooperation of the principal teacher as to the facts included therein such as the names of pupils transported more than two miles; the number of days transportation was provided for each pupil; the distance transported, the amount paid for transportation; to whom paid and other particulars. This report must be given under oath and signed by the teacher and the members of the school board. It is then submitted to the County Superintendent whose approval if he approves shall be endorsed thereon and the report forwarded to the State Superintendent.

Method of computing transportation aid from state

In all cases where the State Superintendent is satisfied that the transportation or board and lodging have been provided in accordance with law it is his duty to certify to the Secretary of State the amount due such district on account of transportation or board and lodging or both, computed on the following basis: For each pupil residing more than two miles from the school house for whom transportation was provided for such time as is required by law, ten cents per day for each day attended while being transported. For each pupil residing more than three but not more than four miles, fifteen cents per day while being transported, and for each pupil residing more than four miles from school while being transported or boarded, twenty cents per day. Districts may also be partially reimbursed in cases of pupils who failed to attend the five months required by law while being transported where the failure is caused by absence from the district or any other legal excuse.

These apportionments appertaining to state aid for transportation are made from the office of the State Superintendent in the regular course of business usually about November 1st of each year. Statistics in reference to transportation may be found in connection with other articles in this report.

CHAPTER XVI

CERTIFICATION

Two general classes of certificates

All teaching certificates in Wisconsin may be divided into two general classes, state and local, according to the unit in which they are valid. County certificates are legal only in elementary schools under the jurisdiction of the county superintendent who issues or validates the certificate. A city superintendent of schools has the same power of certification in his city system as a county superintendent has for his county. The second class of certificates gives legal qualifications to teach in any of the public schools of the state with certain restrictions as to subjects which the holder is permitted to teach if the certificate is vocational in character.

COUNTY CERTIFICATION

General requirements for county certificates

The law makes the following requirements of all candidates without experience. Until September 1, 1925 all persons who enter the teaching profession shall have had three years of work beyond the eighth grade, one year of which shall have been devoted to professional training which shall include a study of the common school subjects, the common school manual, such subjects as may be designated by the state superintendent of public instruction, and at least ten weeks each of observation and practice teaching. Between September 1, 1925 and September 1, 1927, four years of post eighth grade work is to be required, one year of which shall be devoted to professional work. During these two years the equivalent of high school graduation is mandatory. After September, 1927, one year of professional training beyond graduation from high school or its equivalent is placed as a standard for beginning teaching.

Teacher supply and demand related to qualifications

Increasing the professional requirements of all beginning teachers has been a slow process. The first test any requirement relating to advanced standards made upon teacher qualifications is answered in terms of teacher supply and demand. Can the schools of the state be manned when a law affecting qualifications is put into operation? This is a question that must be answered in the affirmative before any law can satisfactorily become effective.

Slow progress in increasing certificate qualification

Wisconsin's progress in advancing qualifications has been slower than some of our neighboring states. Starting with six weeks' professional requirement in 1911, there has been a gradual increase to the one year of professional work. The high school graduation requisite was delayed from time to time due to war conditions and the feeling on the part of teacher training institutions that the law demands could not be met at so early a date as was first set. The legislature of 1921 placed September 1, 1927 as the date when all entering teachers must have completed four years of high school work or its equivalent and in addition to this shall have had one year of professional training.

One year of professional training now met

The provisions of the law have been postponed by one or two legislatures upon the recommendations of school people. School people now are generally agreed that there will be no difficulty in securing an adequate supply of teachers under its provisions. The present year the schools of the state have been able to secure teachers with the necessary one year's professional training. The state superintendent of public instruction has issued no special permits.

Next forward step, two years of training beyond high school

The next forward step in any requirement placed upon teachers in the rural schools is to require two years of professional training beyond high school graduation. City superintendents have already gone on record demanding this of all elementary teachers in city school systems. In many school systems it is now an actuality. Boys and girls in country schools should have and their parents demand just as well prepared and thoroughly trained teachers as city and village boys and girls.

Change from examinations to acceptance of credits

Certificates were originally granted upon successfully passing an examination in certain law prescribed subjects given by county and city superintendents. A gradual change has taken place in which the examination has given way to an acceptance of credits in subjects gained by applicants at state recognized teacher training institutions. Much discussion has arisen over the elimination of this check that a county superintendent had over his teaching force. The acceptance of standings is not mandatory but most superintendents accept the standings very cordially. Perhaps the greatest grievance and a very just one comes from the fact that many persons ignore the county superintendent altogether in his right of certification.

County certification rests with county superintendent

Training institutions should impress their pupils with the fact that the power which legally qualifies them to teach, still rests with the county superintendent. He has the legalizing of teachers in his county the same as he always has had, the only change is that instead of passing upon a set of examination papers as formerly, he is called upon to accept or reject credits presented by an applicant.

Prepare and inform prospective teachers

In the past two years the writer has heard several county superintendents complain that candidates who have graduated from some of our rural teacher training institutions have not been given the legally prescribed work for even a third grade certificate. All such conditions as the two mentioned in this and the preceding paragraph tend to hamper the work of the county superintendent. Much good will result if more attention is given at training schools in acquainting persons with the exact value of standings gained, both in the county where such school is located and other counties.

Importance of county superintendency stressed

The practical discontinuance of giving examinations has relieved the county superintendent of a very tedious clerical duty. More time for constructive work is hereby gained. However, a certain touch with the teaching personnel of his county has been lost. Every effort to strengthen his influence should be aided by everyone who is in the least position to do so. This is not done when a teacher through lack of information or through misinformation fails to recognize the legally constituted officer of the county.

Classes of county certificates

There are three classes of local certificates—First, Second, and Third Grade—issued at the present time. The county or city superintendent fixes the standard of attainment for law prescribed subjects required for each grade of certificate. This gives rise to varying standards of attainments in different counties with an attending difficulty of a transfer of certificates from one county to another. A uniform system of certification with county registration of the certificate to make it valid in a given county should prove more desirable than our present method.

Third grade

A third grade certificate is valid for one year in the county where issued. It is granted upon successfully passing an examination in fourteen subjects and is renewable if the holder does the prescribed reading circle work plus six weeks' normal school work in two subjects required for a second grade certificate or passes examinations in two of them.

Second grade

A second grade certificate permits the holder to teach for three years in the elementary schools of the superintendent's district. In addition to the fourteen subjects required for a third grade, examinations in general science, American literature, and domestic science or manual training are required. Graduates from one year rural courses in state normals, from county training schools, or from teacher training courses in high schools may be issued certificates based on the standings appearing on the certificate of graduation. A teaching experience of eight months is required of all candidates except graduates of the institutions just mentioned. It is renewable in a manner similar to a third grade certificate with the exception that the two subjects must be from those additional required subjects for a first grade, and that the required reading circle work be done each year.

First grade

A first grade certificate is valid for five years in the grades and rural schools under the jurisdiction of the issuing superintendent. All subject requirements for a second grade are necessary and in addition English literature, modern history, elementary algebra, and theory and art of teaching. A superintendent may accept standings in first grade subjects, from any of the teacher training institutions mentioned in the preceding paragraph. Teaching experience of eight months is required. It may be renewed by doing the necessary teachers' reading circle work.

STATE CERTIFICATION

Two classes of state certificates

State certificates are of two classes—limited and unlimited. The time validity for the former is five years; for the latter there is no time limit placed. These certificates are state wide in application. In addition to certificates there are special licenses which are temporary and may be limited to local situations by the state board of teachers' examiners. The state superintendent or the state board of examiners has jurisdiction in issuing certificates and licenses as hereafter noted.

Limited state certificates

A limited state certificate is granted upon examination by the state board of teachers' examiners. It is not renewable. The examination subjects are the same as those required for a first grade county certificate and in addition thereto the subjects of psychology and English literature.

Unlimited certificates

An unlimited certificate is issued by the state superintendent based upon evidence of two years' satisfactory teaching on a license to graduates of the School of Education of the University of Wisconsin, Stout Institute, or Wisconsin normal schools. It is also granted by the state board of teachers' examiners on two years' successful experience in Wisconsin public schools on a license to graduates of other colleges who have credit for nine semester hours of pedagogy and three of psychology, or upon examination.

Examination requirements

In addition to the requirements for a limited certificate, regular candidates for unlimited state certificates must take examinations in pedagogy, in history of education, and in four other advanced subjects to be selected by the candidate, not more than two subjects from any one of the following groups of work, mathematics, science, history, English, and language. A minimum standing of seventy and an average of eighty per cent is required.

State license

A state license for either academic or vocational subjects is valid for one year and may be renewed for one year. Such license is issued by the state superintendent to two-year course graduates of Wisconsin normal schools and Stout Institute, and to graduates of the University of Wisconsin who have credit for nine semester hours of pedagogy and three of psychology. The state board of teachers' examiners grants licenses to graduates of other colleges or institutions who present the fair equivalent of the requirements for graduates of the University of Wisconsin.

Temporary special licenses

Temporary licenses may be issued by the state board, qualifying the holder to teach specified branches for a specified period of time. They are sometimes limited to teach specified branches for one year or less in a specified school or district.

Four years' training beyond high school needed

Four years' academic and professional work beyond high school has long been considered a minimum preparatory qualification essential to good high school teaching. This statement applies not only to teachers of academic subjects but to vocational teachers as well. In many of our smaller high schools vocational work can be offered if teachers can be hired who are prepared to teach not only a vocational subject but also some academic work. To give such teachers the needed training requires more time than the two years post high school training of many teachers now doing vocational work. A broader academic training of vocational teachers should do much to extend vocational work in many high schools.

Too many teachers are holding high school positions whose previous training has not specifically dealt with high school problems. Special

Definite preparation for high school work should be required

training in primary grade work does not fit a person to do high school work successfully, yet under present laws a normal diploma from such a course legally qualifies a person to do so. A change in certification laws is necessary to alter this situation. Much more attention should be given to extensive, definite preparatory training for all academic subjects. The movement for additional high school teacher qualifications is shown by the following resolutions:

National Education Association 1905

The National Education Association in 1905 appointed a committee of Seventeen on the Professional Preparation of High School Teachers which recommended the following:

"That the minimum requirement for a secondary school teacher be graduation from a college mainaining a four-year course and requiring four years of high school work for admission, or from an institution having equivalent requirements for admission and giving an equivalent academic scholarship. (A year of graduate work divided between academic and professional subjects is desirable.)"

North Central Association 1902

The North Central Association of Colleges and Secondary Schools in 1902 adopted as one of its standards of accrediting that: "The minimum scholastic attainment of all teachers shall be the equivalent of graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirement shall not be construed as retroactive."

State superintendents at Salt Lake, 1920

The tentative report of the Committee on the Certification of Teachers of State Superintendents at Salt Lake City, July 3, 1920, recommended that:

"Secondary-school teachers should have the eight-year elementary and four-year high school training and should also have attained unto graduation from a four-years' course in a college or normal school. Secondary teachers should be granted certificates in all subjects which they have pursued for two years or more in a college or normal school."

The Committee also recommended that:

"The system of teachers' examinations should be abolished as soon as possible to the end that all certificates should be based on training" and further that "all college and normal courses for the preparation of teachers should be at least one-fifth professional in character."

Wisconsin city superintendents

The city superintendents' association for Wisconsin at its meeting held in the city of Madison in October, 1922 went on record as favoring four years' preparation beyond high school as an entering qualification for high-school teaching. With the number of Wisconsin teacher training agencies that could give this training there should be no difficulty in providing and requiring the four years.

Preparation of high school teachers in Wisconsin and other states

Several states are already requiring four years' work beyond high school of all teachers of academic subjects with a lesser preparation for vocational teachers. A few states demand this preparation of vocational as well as academic teachers. It is interesting to note that California in addition to these requirements imposes one year of graduate study which includes prescribed units of pedagogy. The following table shows the preparatory preparation of high-school teachers in some states. From the showing of Wisconsin in this table, it is certainly self-evident that some legislation is needed to bring teacher preparation up to the standards shown by other states.

	College Graduates	Normal School Graduates	Not Graduates
Massachusetts	71.5	15.5	13.0
Minnesota	71.0	28.0	1.0
North Dakota	70.7	19.8	5.0
Connecticut	70.7	19.8	9.5
Kansas	67.0	14.7	18.3
Illinois	66.7	12.3	21.0
Montana	65.0	21.0	14.0
Wisconsin	41.0	32.0 (40*)	19.0
Rhode Island	(Practicall	y all college	graduates)

Situation in Wisconsin

The situation in Wisconsin is set forth in the following table giving the conditions that have existed since the opening of the school year in 1914. Conditions were particularly unsatisfactory during and immediately following the period of the war. During the last two years the number of college graduates teaching in high schools is in excess of the number teaching in 1914, but the ratio of such teachers to the total number of high school teachers is less in either of the school years 1920-21 or 1921-22 than in 1914-15.

TABLE SHOWING QUALIFICATIONS OF HIGH-SCHOOL TEACHERS IN WISCONSIN
1914-20.

	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921	1921-1922
Total number of high school teachers	2,358	2,521	2,666	2,810	2,885	3,179	3,287	3,514
Number of college graduates	1,345	1,378	1,337	1,367	1,326	1,313	1,622	1,901
Number of normal school graduates	670	769	715	688	798	1,025	1,245	1,345
Number of graduates of special schools (Stout, etc.)	238	260	271	296	245	246	311	130
Number not graduates	105	114	343	459	516	595	109	138
Per cent of college graduates	57	55	50	48	46	41	49	54
Per cent of normal school graduates	28	30	27	24	28	32	38	38

Supply of and demand for high school teachers

An excerpt from the report of a committee (of which the writer is a member) appointed by the State Board of Education to investigate high-school teacher certification, sets forth these conditions.

"Reliable estimates from several independent studies show that the annual turnover is such that about six hundred fifty teachers (new ones), including four hundred teachers of academic subjects and two hundred fifty teachers of special subjects, such as agriculture, commercial subjects, domestic science, manual arts, music, and physical education, are needed each year for the public high schools of the state. This indicates roughly the annual demand. How is it met?

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* Including Stout Institute.

In 1918-19, one hundred forty teachers came from the University of Wisconsin, seventy-nine from Wisconsin colleges, ninety-four from colleges and universities outside the state, two hundred sixty from the state normal schools, nine from special schools, and fifty-two were non-graduates or from other than teacher training institutions. In this year then, only three hundred thirteen, or less than one-half of the new appointees to the high schools, had a four-year preparation beyond graduation from high school. That may be taken as a fairly close approximation to the demand now, with the number of non-graduates less than during the years of the war."

Recommendations

In view of the conditions herein set forth relative to high school teacher qualifications, legislative steps should be taken to place Wisconsin at least on the same plane as other progressive states in this important phase of strengthening the work given in high schools. To further this end all state licenses issued by the state superintendent of public instruction or upon recommendation of the state board of teacher examiners qualifying beginning high school teachers after September 1, 1925 shall be granted on presentation of evidence showing that the applicant is a graduate of some standard college or university and has had fifteen semester hours in education. After two years' successful high school experience, this may be made a permanent certificate. All licenses and certificates shall show the major and minor subjects which the holder of the certificate or license may teach. Up to September 1, 1927 graduates of the three-year high school courses in normal schools shall receive licenses to teach such high school subjects as are designated, which after two years of successful experience shall entitle the holder to a permanent high school certificate to teach the designated subjects. After 1927, four years of work beyond high school with fifteen semester hours in education shall be required for a license of all entering high school teachers and two years' successful experience additional before the license is made a permanent certificate.

CHAPTER XVII

WISCONSIN'S SCHOOL BUILDING PROGRAM

Changing view-points on use of school plant

The development of the American school system during the past twenty-five years has been an extremely rapid one. It has not only been a growth within, but a broadening one without. The relation of the school to the parents, to the community, has changed and "splendid isolation" here is beginning to be the exception rather than the rule. The activities of the school are becoming more and more functional, reaching out into the home, the farm, the industries and the municipality as a whole. The school is becoming a real civic center with its gymnasium, assembly hall, kitchens, shops, etc. A modern schoolhouse no longer consists only of "recitation" or "class" or "school" rooms. Further, we are cognizant of our responsibility to the child, for his physical well-being, that we must safeguard his health and provide an environment which will be hygienic and conducive to comfort and satisfaction.

Responsibility for modern buildings

A general recognition of the above is quite evident among school men and administrators but a great deal of propaganda in this direction is still to be made among school boards and officials—those who have the final say as to what shall be done. There is still a decided unwillingness in many quarters to be convinced that a "two by four" box like structure, with a roof, some windows and a door does not constitute a modern schoolhouse. The cost also acts as a deterrent in many instances and the balance between conveniences and modern necessities and price is not often maintained. This is especially true in rural communities and many of the smaller cities.

School architect as a profession

In the larger cities there is a decided tendency for school buildings to keep pace, in a large measure at least, with modern educational progress and needs. Of late years there has been developed a distinct profession of school architect. The work of such men as Perkins, Ittner, Donovan, Guilbert, Snyder, etc., has done much to raise the standard of school building construction and to develop a distinctive American school architecture. These men and others of their kind have made intensive studies of their problems and the result has been that today we have available a mass of information relating to all the varied problems of school construction, arrangement and equipment so that we need not be at a loss for suggestions which are "up to the minute" and which will fit all modern needs. The monumental work of John Donovan, "School Architecture" bears witness to this.

Wisconsin's two-year building expenditure

Wisconsin needs to heed the signs of the times in respect to her school building program, which of late is assuming proportions which are staggering. During the period from January 1920 to June 1922 there is of record a building program entailing the expenditure of $12,400,000.

Building checked during war

During the war building operations ceased almost entirely and only the absolutely necessary repairs were taken care of. Since that time prices have declined to the extent that building operations have been resumed and school buildings are being erected in many localities. The program is being extended to rural communities in a very definite manner due to the fact that the condemnations of school buildings and repairs ordered have been held in abeyance, tentatively at least, until times were more propitious and costs had declined to a point where compliance with building orders no longer worked a hardship.

Planning of buildings for future

In the past, and it is feared in the present as well, the development of a real progressive school system has often suffered because of the lack of a progressive building program to keep step with it. Too many times buildings are erected for immediate needs only and the future development of the system, the city or the locality has been ignored in order to get out from under cheaply. Sites are chosen without reference to their size, suitability, location or general fitness to meet modern and future needs. Buildings are erected containing no laboratory, shops, library, gymnasium, assembly room, etc. and no provision is made for future growth or extensions.

Community surveys needed to determine building program

But in this state, as well as in others, there is being born a recognition that the two, a school system and its building program, are intimately related and that the same careful study and survey are needed in one instance as well as in the other; that a haphazard placement of school buildings and their construction and arrangement without a careful and elaborate study, is no longer to be tolerated and represents an educational and economic waste incompatible with twentieth century scientific trends and thought.

Mistakes in building procedure

Many times, in the smaller communities especially, school plans are drawn either by contractors or amateur draftsmen; sometimes by architects who are not familiar with school conditions or needs. In consequence there exist many school buildings which are not well suited for school purposes. They are often improperly placed or oriented as regards lighting; they are deficient in arrangement and facilities—in a word they are "inefficient". This is poor economy from every standpoint.

School building efficiency described

"The meaning of school building efficiency is maximum return o investment—in service. The important factor in present day schoolho e planning is the skillful adaptation of enriched school facilities to t enriched and expanded modern school life. Such adaptation includ maximum safety, adequate lighting, sanitation and conservation o space. Furthermore, school buildings to be truly efficient must represent the best, most thoroughly planned structure in the community and should be a masterpiece in architecture."

Employment of a school architect

This quotation represents the best thought on this matter and should be heeded by all concerned whether they are responsibile for the erection of a one room building or a million dollar structure. The employment of a competent school architect is nearly always of prime importance and a paying investment. Why should one small school building be of the "cracker box" variety when a little planning will produce a thing of beauty? The reader's attention is called to the accompanying photographs.

Building improvement through co-operating state agencies

During recent years the provisions of the state building code in conjunction with the suggestions of the department of public instruction, has done much to raise the general standard of school building construction while the new school lighting code, prepared by a committee of experts, has materially bettered the conditions dealing with this important phase of school hygiene. The State Board of Health has also promulgated a series of rules and regulations safeguarding the hygienic and sanitary features of school buildings.

Efficient building plans aided by Department of Public Instruction

In spite of these agencies however there still remain a number of important problems connected with schoolhouse planning, which, in the very nature of the case, are not amenable to state laws, rules or regulations. Reference is made to efficient arrangement, meeting of certain educational needs and such matters. These are all subject to suggestions at the hands of the expert who cannot always be employed by all school authorities. For some time past and to be continued in the future, the department of public instruction has a cooperative arrangement with the industrial commission by which all school plans sent to the latter for official approval, are submitted to the department for suggestive criticisms. These criticisms are in every case constructive ones at the hands of the department and very gratifying results are being obtained through this cooperation. It places at the disposal of the school boards advice, which in many cases has prevented serious defects in arrangement, etc.. in the original plans. The same careful attention is given to rural schools that is given to pretentious structures and the advice, though suggestive only and gratuitous, has in most cases been heeded and gratefully received. That the "quality" of school buildings and their educational as well as physical efficiency will be increased by this means is certain and it is hoped that the future will result in even more extended cooperation all along the line.

Checking on existing building conditions

Existing school buildings are of course not subject to the same regulations covering new structures but in order to safeguard the pupils and prevent rapid deterioration of the structures, the inspectors and the supervisors of the department are authorized under Chapter 315, Laws of 1917, to act as school building inspectors of the industrial commission. They cooperate with the commission in seeing to it that the regulations governing the older structure are lived up to and that they are enforced. Proper reports are made and legal orders given, all of which are of record. This cooperative scheme has relieved the industrial commission of a very serious burden and is of mutual advantage.

Use of standard building score cards

The use of standard "score cards" for school buildings, such as that of Strayer & Engelhart, is also on the increase among school authorities. This card, in the hands of an intelligent person, will "score" a building with remarkable accuracy and show up deficiencies and needs on an objective basis and in a manner not readily approached by any other means. As a basis for improving the efficiency of a school plant it is invaluable.

Department of Public Instruction offers building service

It does not lie within the province of this report to give an outline or detail the various matters connected with a school building program, suffice it to state that the service of the department is at the disposal of those who feel the need of it, no matter how insignificant the individual service requested may appear. The surveys made by the department of late and the number of requests for aid made, bear witness to the fact that proper results are being attained.

Wisconsin's building program 1920-1922

One cannot leave this subject without calling attention, in some detail, to the building program which is in progress in the state of Wisconsin for the years beginning January 1, 1920 and ending July 1, 1922.

CHAPTER XVIII

EXTRA—CO-OPERATIVE ACTIVITIES OF THE STATE DEPARTMENT

Nature of these activities

It is recognized today that a large part of the effective community service rendered by a school is accomplished **outside of the classroom.** Through its extra-curricular activities, the school secures the permanent interest and support of both pupils and patrons and is thus able to give back generous returns in student scholarship and stability of character. Public entertainments, athletics, exhibits, parent-teacher organizations, lecture courses, literary societies, facilities for social guidance, health supervision, warm lunches, bands, orchestras, glee clubs, and boy and girl scout troops, are among the features that are "taken for granted" as a part of a progressive school system at the present time.

Fields of helpfulness

Just as the individual school renders a much greater service because of its extra-curricular activities, and in the measure that these activities are an essential part of the school's service today, so the state department maintains **two distinct fields of helpfulness.**

Administrative help

The first of these corresponds to the every day work of the classroom in the individual school and to the daily administration of its affairs. For many years, Wisconsin, has, through its state department carried on direct constructive supervision of classroom instruction all over the state, and has given first hand help in administrative problems in the schools. This is accomplished by means of its staff of field supervisors who visit the schools regularly, keep in close touch with local needs and problems, and give assistance in the numerous ways which may be rightfully expected of trained workers. The service of this nature rendered to the state is discussed in the various chapters devoted to the different types of schools and their administration.

Varied co-operative enterprises

The second field of service rendered by the department parallels the extra-curricular activities in the single school system. It includes the many and varied cooperative enterprises in which the department engages in connection with and in addition to its regular work. Through these it renders a service hard to measure in terms of tangible results, but no less recognizable and important. Often this type of help is so closely interwoven with actual supervisory work that it is hardly distinguishable from it. On the other hand, requests for service at distant points, and in lines of activity but indirectly related to school affairs are very common.

Problem of meeting increasing demand for extra co-operative service

This constantly increasing desire on the part of other socializing agencies for cooperation with the state department, is a most encouraging sign. Much as the department welcomes this enlarged opportunity for extended service, it realizes the serious responsibility involved. Proper balance must be preserved between recognized supervisory and extra-cooperative service. In answering these calls, therefore, the preference is, of course, given to requests for help in those fields most closely related to regular supervisory duties, and as much time and energy beyond this as can be spared is given to active cooperation with organizations working for social and civic improvement throughout the state and nation.

Service now being rendered

In order to ascertain how much of this extra-cooperative service was actually rendered in the year 1921-22 by the department each member was asked to list the number of occasions of this nature in which he participated, outside of his regular supervisory visits, conferences, interviews, and other duties concerned with the carrying out of his assigned field duties. These participations were classified under the following heads: "Extra-cooperative activities involved in supervision"; "Extra-cooperative activities with other educational organizations". Other extra-cooperative educational activities; and extra-cooperative activities with Civic and Social Agencies.

Extra co-operative activities involved in supervision

The law requires the state superintendent to hold certain general meetings once per year, such as those of the City Superintendents, County Superintendent, and County Supervising Teachers. At these meetings last year, a total of forty-six addresses were given by department members. At other times during the year voluntary groups of principals and supervisors from certain sections of the state met on Saturdays and evenings with department members to study and confer upon their local problems. Twenty-eight of these conferences were held. Besides these, 97 special evening and group meetings were conducted to discuss local community problems, and an additional 91 evening meetings were attended by department members to consider with communities their local needs relative to consolidating their schools. A total of two hundred sixty-two positive acts of service have thus been rendered outside of the rightfully expected help but connected with the work of field supervision.

Extra co-operative activities with other educational organizations

Scarcely a gathering of school leaders is held in Wisconsin at which the help of one or more members of the department is not solicited. At the state association meeting either as speakers, chairmen of sections, or as committee members, there were twenty-five participations in constructive service. At the sectional meetings throughout the state, names of the department members appear regularly as speakers and chairmen. Last year the number of calls accepted totaled 26. In the N. E. A. in one capacity or another the help of department members was enlisted in eighteen instances in the one year. A total of thirty-three city and county institutes, usually involving Saturday service and too often Sunday traveling are credited to the field workers in the department for 1921-22. This entire group of activities totals 102 personal participations with other educational organizations.

Other extra co-operative activities Special conferences

Special conferences held in addition to regular work make up one of the richest avenues for service. Much time and effort is put upon these conferences and only a partial record of them is available. In at least half of the instances they were not recorded at the time and thus could not be accurately reported by members at the close of the year's work. Nevertheless, 334 such conferences were definitely reported, outside of those in direct relation to the assigned duties of the individuals.

Commencement addresses

At Commencement time, only a small number of the requests for speakers at city, county and rural graduation exercises can be granted. The department members do not accept compensation, and in many instances have not even received traveling expenses. The drain on the budget is serious as, seldom if ever, are the same persons asked to go to adjacent localities. With this limitation, however, in 1921-22 thirty-five such addresses were given.

Other activities

In six instances, department members taught in summer sessions, of either Normals or Universities, or gave extension lectures which formed a part of a professional course in educational or social work. Nineteen contributions to professional literature; fifteen special addresses on varied subjects; and twenty instances of participation in contests, educational exhibits, and debates are credited to the department in this one group of extra-cooperative activities. These are all educational, yet they cover a wide range of topics and attest the versatility of the department members. A brief list of these activities is given to illustrate the nature of the cooperation in the allied fields of educational service.

Summer courses

Series of Lectures before Nurses and Social Workers' Training Class—Milwaukee.
Summer School Instructor—University of California.
Summer School Instructor—Oshkosh State Normal School.
Summer School Instructor—University of Wisconsin. (3 members of department.)
Summer School Instructor—University of Iowa.
Summer School Instructor—University of Wyoming.
Summer School Instructor—University of Pittsburgh.

Professional literature

A Suggested Procedure in Silent Reading for Bright Pupils, Jour. Ed. Meth.
Recitation Score Card and Standards—Elementary School Journal.
A Bulletin on Accident and Fire Prevention.
Improvement in Rural Schools—Rural School Journal, June 1922.
Teachers Meetings—Wisconsin Journal of Education.

Special addresses

Address—Mental Hygiene—State Trs. Asso. Milwaukee.
Lecture—Women—Pre-Medical Students University of Wisconsin.
Address—School Garden Association of America.
Address—New York State Library School.
Address—Visual Education—Janesville, Wisconsin.
Address—Vacation Recreation Problems, Madison.
Address—Madison.

Contests, debates, exhibits

Educational Exhibit—State Fair—1922—Committee of Dept. in charge.
Judge of Dane County Fair Educational Display.
Judges of H. S. and Normal School debates.
Judge of Essay Contest—Abraham Lincoln.
Judge of State Fair Educational Exhibit.
Judge of Good Roads essay contest.

Co-operation with social and civic organizations

With social workers

Only recently has there come to be a profession of Social Workers, which is now engaged in centralizing social agencies, in classifying the various fields of service, and in defining the work of the various organizations. Wisconsin is fortunate in having a State Conference of Social Workers which, under the leadership of a secretary, has succeeded in eliminating much duplication of effort, and in unifying effort toward certain goals. Needless to say, the state department members are ardent supporters of this conference and their help is constantly solicited in one capacity or another.

With parent-teachers associations

During 1921-22, forty-nine parent-teachers associations were addressed by field workers of the department on a great variety of topics ranging through health, recreation, mental hygiene, community work and school administration. Many communities have regular gatherings but are not organized as parent-teachers associations. Forty-nine of these were given speakers from the department. Women's Clubs frequently ask for service and receive it whenever it can be arranged.

State conventions

State Conventions and other large group gatherings have come to depend upon the Department to furnish a part of their program. During 1921-22, there were thirty-seven days of service given to Social and Civic organizations at the time of their conventions and group meetings.

Conclusion and summary

Taking all together, the seventeen field workers who served during 1921-22 engaged in 932 participations in extra-cooperative-activities. There was considerable difference in the number of requests coming to individual members, owing to the nature of their assigned work. The rural supervisors had a large number of calls relative to consolidation; the members who have charge of the work for handicapped children rendered nearly all of the service to Social and Civic Agencies; and the Supervisors of State Graded Schools and High Schools held many special conferences. No field worker responded to less than 19 requests for outside help. The average per department member was 55 participations of one kind or another. Each was rendered cheerfully, without cost to the agency asking for help. In each instance careful preparation was made by the individual and a conscientious desire to render real service motivated every extra-cooperative activity engaged in by the department in 1921-22. As this was a typical year, it is safe to say that the state is constantly receiving this voluntary service from its State Department of Public Instruction

The following table summarizes this chapter:

	Participations in Annual Meetings								
	City Supts.	County Supts.	County Train'g School Prin.	County Supervising Teachers	Consolidation	H. S. or State Gr. School Principal	County Train'g School Fac'lty	Supervising Teachers	Special Any Purpose
Chairman	5	4	1	3	--------	4	--------	--------	--------
Speaker	9	8	3	8	91	4	8	12	96
Conference	--------	3	--------	2	--------	--------	--------	--------	1
Totals	14	15	4	13	91	8	8	12	97

Complete Total: 262 participations in meetings outside of regular assigned duties.

Participations in

	National Educational Association	Wisconsin Teachers' Association	Sectional Associations	Associations County and Institutes	Associations City and Institutes
Chairman	2	4	--------	--------	--------
Speaker	3	11			
Conference	1	4	25	24	6
Com. Members	12	6	--------	--------	3
Totals	18	25	26	24	9

Complete Total: 102 participations in meetings of other educational organizations.

Participations in

	Commencement Exercises	Special Conferences	Summer School Extension Work	Educational Art. Pub.	Special Addresses Varied Subjects	Contests, Exhibits, Debates
Speaker	35	334	2	--------	15	--------
Teacher	--------	--------	4	--------	--------	--------
Author	--------	--------	--------	17	--------	--------
Editor	--------	--------	--------	2	--------	--------
In Charge	--------	--------	--------	--------	--------	13
Judge	--------	--------	--------	--------	--------	7
Totals	35	334	6	19	15	20

Complete Total: 429 participations in varied educational activities.

	Participation in Meetings			In Conventions		
	P. T. Association	Womens' Clubs	Community Gatherings	Social Workers	Womens' Clubs	Other
Chairman	--------	--------	--------	1	--------	--------
Speakers	49	4	49	6	5	22
Conference	--------	--------	--------	--------	--------	--------
Com. Members	--------	--------	--------	1	--------	2
Total	49	4	49	8	5	24

Complete Total: 139 participations in allied activities.

Composite Total: 932 participations—or average of 55 for 17 field workers.

PART II

APPENDIX

Statistical Tables

EXPLANATORY NOTES

The Wisconsin system of public day schools has two divisions—city and county.

City Schools

"City schools" represent all systems in the incorporated cities that have elected to detach from the county unit and organize independently under a superintendent. Such systems are responsible to the State Department only and make all reports direct to it.

County Schools

The "County schools" represent all others and includes cities of larger population and greater wealth than some of those that have elected to maintain a superintendency.

Each county except Dane is one school unit. Dane has been divided for convenience into two units. There are, therefore, 71 counties but 72 county school units. All public day schools in each unit are responsible to the county superintendent and report to him.

The county system is divided into four classes.

Rural

One room schools in open country. Very few may have two teachers, but it is a temporary arrangement.

State Graded

Schools of two or more departments organized and conducted under regulations of the State Department.

Grades below High

Schools in villages, towns and small cities where grades and high schools are located in the same buildings. These are usually "village schools."

High Schools

These are again sub-divided into District, Union and Consolidated, which, as the name indicates, serve one or several districts,

Elementary High

"Elementary" throughout this report, represents all grades *to* ninth. (Includes eighth.)

"High" represents four year High School only. (Ninth to twelfth grades inclusive.)

Reports from Junior High Schools were not uniform nor segregated in a manner that permitted satisfactory compilation in the State Department of Public Instruction. It was deemed advisable to preserve continuity of preceding reports with reference to pupils included in Junior High School grades.

Gross Enrollment

Gross enrollment is defined as the total number of names on the school register regardless of attendance.

Net Enrollment

Net enrollment represents gross enrollment less the number of children that had previously been enrolled in other public schools *within the State.*

Average Daily Attendance

"Average daily attendance" is comparable with the gross enrollment and it is possible, under some circumstances, for it to exceed the net enrollment.

In county reports, the "enrollment by grades" table may check gross enrollment as it includes all children registered. In the city systems, because of semi-annual and many special promotions, the "enrollment by grades" table checks the enrollment at the end of the year. The table in the city reports, is therefore, not justly comparable with the same table in the county reports.

School Cost

"School cost" represents the amount of disbursements reported, less amount of capital outlay and debt service (Lines 46-57 city report and 89-92 county report.) To this is added expense of county superintendent's office and county supervising teachers. These two items are not included in the disbursement table as it is compiled from the reports of the clerk of each school unit. The supervising teacher is not a county expense but rightfully a cost item in the county unit. Previous biennial reports did not include these items in "cost."

All figures are compilations of reports made to the State Department of Public Instruction by 72 County Superintendents, 86 City Superintendents and 406 High School Clerks.

121,993

APPENDIX

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TABLE 1.—*School Census*

	1920-1921		1921-1922	
	Number	Per Cent	Number	Per Cent
Total 4-20 years of age	833,284	100.00	847,800	100.00
Total 7-14 years of age	385,406	46.25	387,277	45.70
Total 14-16 years of age	98,948	11.87	101,990	12.00
Counties:				
4-20	476,978	57.25	483,353	57.00
7-14	221,057	26.50	221,495	26.12
14-16	55,990	6.75	57,840	6.80
Cities:				
4-20	356,306	42.75	364,447	43.00
7-14	164,349	19.75	165,782	19.50
14-16	42,968	5.16	44.150	5.20

TABLE 2.—*Enrollment—Relation to Census*

All State	1920-1921		1921-1922	
	Number	Ratio to Census	Number	Ratio to Census
Total	481,771	57.8	498,398	58.8
County	276,818	33.2	283,889	33.5
City	204,953	24.6	214,509	25.3
County Enrollment to County Census only				
Total	276,818	58.0	283,889	58.7
Rural	158,947	33.3	160,290	33.1
State Graded	49,620	10.4	52,700	10.9
Grades Below High	44,788	9.4	44.434	9.2
High	23,463	4.9	26,465	5.5
City Enrollment to City Census only				
Total	204,953	57.5	214,509	58.8
Kindergarten	23,603	6.6	23,759	6.5
Grades	140,419	39.4	143,543	39.4
High School	40,504	11.4	46,698	12.8
Deaf and Blind	427	.1	509	.1

Private and Parochial school statistics not adequately reported.

TABLE 3.—*Distribution of Enrollment in Public Schools*

	1920-1921		1921-1922	
	Number	Per Cent	Number	Per Cent
Total	481,771	100.0	498,398	100.0
Counties	276,818	57.5	283,889	57.0
Rural	158,947	33.0	160,290	32.2
State Graded	49,620	10.3	52,700	10.6
Grades Below High	44,788	9.3	44,434	8.9
High	23,463	4.9	26,465	5.3
Cities	204,953	42.5	214,509	43.0
Kindergarten	23,603	4.9	23,759	4.7
Grades	140,419	29.1	143,543	28.8
High	40,504	8.4	46,698	9.4
Deaf and Blind	427	.1	509	.1

TABLE 4.—*Enrollment and Average Daily Attendance*

	Total	Rural	State Graded	Gr. Below High	Co. H. S.	City Elem.	City H. S.
			1920–1921				
Enrollment	481,771	158,947	49,620	44,788	23,463	164,449	40,504
Average Daily Attendance	399,382	122,947	42,149	38,799	21,411	137,859	36,217
Per cent	82.9	77.35	84.94	86.62	91.25	83.83	89.41
			1921-1922				
Enrollment	498,398	160,290	52,700	44,434	26,463	167,811	46,698
Average Daily Attendance	423,010	128,054	45,946	39,423	23,956	143,651	41,980
Per cent	84.87	79.89	87.18	88.74	90.52	85.60	89.9

	1920-21	1921-22
Average legnth of school year	179.1 days	180 days

Table 5.—*Ratio of Grade Enrollment to Total*

1920-1921	All State	Per Cent	County	Per Cent	City	Per Cent
Total	406,177	100.0	254,090	62.6	152,087	37.4
Kindergarten	24,078	5.9	3,442	.8	20,636	5.1
Ungraded	1.602	.4	....	....	1.602	.4
1st Grade	77,064	19.0	54,023	13.3	23,041	5.7
2nd Grade	51,965	12.8	33,995	8.4	17,970	4.4
3rd Grade	47,163	11.6	30,625	7.5	16,538	4.1
4th Grade	45,159	11.1	29,577	7.3	15,582	3.8
5th Grade	44,818	11.0	29,321	7.2	15,497	3.8
6th Grade	41,164	10.1	26,089	6.4	15,075	3.7
7th Grade	37,324	9.2	23,016	5.7	14,308	3.5
8th Grade	34,155	8.4	22,317	5.5	11,838	2.9
9th Grade	1,032	.4	1,032	.4	....	....
10th Grade	526		526		....	....
11th Grade	53		53		....	....
12th Grade	....	......	....	......	....	....
Specials	74		74		....	....
1921-1922						
Total	415,836	100.0	257,422	61.9	158.414	38.1
Kindergarten	24,385	5.9	3,402	.8	20,983	5.0
Ungraded	2,024	.5	....	....	2,024	.5
1st Grade	73,517	17.7	51,357	12.4	22,160	5.3
2nd Grade	55.177	13.3	35.791	8.6	19,386	4.7
3rd Grade	49,332	11.9	32,072	7.7	17,260	4.1
4th Grade	45,518	10.9	29,398	7.1	16,120	3.9
5th Grade	44,540	10.7	28,935	7.0	15,605	3.8
6th Grade	42,080	10.1	26,727	6.4	15,353	3.7
7th Grade	38,933	9.4	23,664	5.7	15,269	3.6
8th Grade	38,245	9.2	23,991	5.8	14,254	3.4
9th Grade	1,400	.3	1,400	.3	....	....
10th Grade	570	.1	570	.1	....	....
11th Grade	68	....	68	....	....	....
12th Grade	....	....	....	....	....	....
Specials	47	....	47	....	....	....

This is based on gross enrollment for county and on year end enrollment for city.

TABLE 6.—*Percentage of Grade Enrollment*

1920-1921	Rural	Per Cent	State Graded	Per Cent	Grades Below	Per Cent	City	Per Cent
Totals	158,972	100.0	49,936	100.0	45,182	100.0	152,087	100.0
Kindergarten	34	......	837	1.7	2,571	5.7	20,636	13.5
Ungraded	......	......	......	......	......	......	1,602	1.0
1st Grade	36,837	23.2	9,539	19.1	7,647	17.0	23,041	15.1
2nd Grade	22,140	13.9	6,575	13.2	5,280	11.7	17,970	11.8
3rd Grade	19,888	12.5	5,862	11.7	5,875	13.0	16,538	10.9
4th Grade	18,653	11.7	5,863	11.7	5,061	11.2	15,582	10.8
5th Grade	17,762	11.2	5,556	11.1	5,003	11.0	15,497	10.1
6th Grade	16,055	10.1	5,242	10.5	4,792	10.6	15,075	9.9
7th Grade	13,685	8.6	4,747	9.5	4,584	10.1	14,308	9.4
8th Grade	13,808	8.7	4,140	8.3	4,369	9.7	11,838	7.7
9th Grade	44	......	988	2.0	......	......	......	......
10th Grade	......	......	526	1.0	......	......	......	......
11th Grade	......	......	53	.1	......	......	......	......
12th Grade	......	......	......		......	......	......	......
Specials	66	......	8	......	......	......	......	......
1921-1922								
Totals	160,290	100.0	52,700	100.0	44,434	100.0	158,414	100.0
Kindergarten	......	......	927	1.8	2,475	5.6	20,983	13.2
Ungraded	......	......	......	......	......	......	2,024	1.3
1st Grade	34,737	21.7	9.386	17.8	7,234	16.3	22,160	14.0
2nd Grade	23,170	14.4	7,133	13.5	5,488	12.3	19,386	12.2
3rd Grade	20,548	12.8	6,418	12.2	5,106	11.5	17,260	10.9
4th Grade	18,524	11.6	6,047	11.5	4,827	10.9	16,120	10.2
5th Grade	18,076	11.3	5,810	11.0	5,049	11.4	15,605	9.9
6th Grade	16,425	10.2	5,440	10.3	4,862	10.9	15,353	9.7
7th Grade	13,976	8.7	4,976	9.4	4,712	10.6	15,269	9.6
8th Grade	14,748	9.2	4,562	8.7	4,681	10.5	14,254	9.0
9th Grade	39	......	1,361	2.6	......	......	......	......
10th Grade	......	......	570	1.1	......	......	......	......
11th Grade	......	......	68	......	......	......	......	......
12th Grade	......	......	......	......	......	......	......	......
Specials	47	......	2	......	......	......	......	......

Distribution in County—gross enrollment
Distribution in City—end of year.
Can not check enrollment figures.

TABLE 7—*High Schools—Enrollment, Attendance, Graduates*

	1920–21		1921–22	
	Number	Per Cent	Number	Per Cent
Total Enrollment	63,887	100.	72,423	100.
*9th Grade	22,704	35.5	25,553	35.3
*10th Grade	16,954	26.5	19,086	26.4
11th Grade	13,028	20.4	15,095	20.8
12th Grade	10,822	17.0	12,095	16.7
Specials	397	.6	594	.8
Average daily attendance	61,186	95.8	67,789	93.6
Graduates	9,400	100.	10,640	100.
Boys	3,806	40.5	4,520	42.5
Girls	5,594	59.5	6,120	57.5

* High schools only. Does not include pupils doing ninth and tenth grade work in state graded schools.

TABLE 8.—*Professional Workers*

	1920–21	1921–22
Total	17,892	18,450
County	11,247	11,397
Superintendents	72	72
Men	39	38
Women	33	34
Supervisors	106	104
Men	7	9
Women	99	93
Teachers	11,069	11,221
Rural	6,543	6,536
Men	309	411
Women	1,582	6,125
State Graded (Includes Principals)	1,718	1,814
Men	136	179
Women	1,582	1,635
Grades Below (Includes Principals)	1,364	1,375
Men	19	20
Women	1,345	1,355
High (Includes Principals)	1,444	1,496
Men	478	523
Women	966	973
City	6,645	7,053
*Superintendents	85	86
Men	82	83
Women	3	3
Assistant Superintendents	9	15
Men	7	7
Women	2	8
Supervisors	150	148
Men	35	29
Women	115	119
Principals (4 year High—1921–47. 1922–48)	277	318
Men	162	161
Women	115	157
Teachers:		
High	1,757	2,043
Men	452	570
Women	1,305	1,473
Grades	3,874	3,958
Men	75	104
Women	3,799	3,854
Kindergarten Women	493	485

* 45 Act as Principals 1921
44 Act as Principals 1922

Table 9.—*Teachers' Salaries Classified*

1920–21	Total	Rural	State Graded	Grades Below	County High	City Grades	City High
Total.........	17,433	6,542	1,722	1,355	1,450	4,530	1,834
Less than:							
$75.00.............	66	8	....	1	5	41	11
75– 79.............	464	435	7	7	1	10	4
80– 89.............	1,116	1,016	51	32	....	13	4
90– 99.............	1,659	1,315	142	150	5	41	6
100–109............	3,190	2,061	406	348	15	354	6
110–119............	2,358	869	391	449	45	588	16
120–129............	2,382	652	362	245	165	891	67
130–139............	1,268	115	117	70	212	580	174
140–149............	857	40	52	20	202	366	177
150–159............	900	23	122	22	228	245	260
160–169............	620	7	35	5	135	218	220
170–179............	442	....	8	2	91	174	167
180–189............	314	....	8	2	60	115	129
190–199............	187	....	3	....	28	89	67
200 or more.........	1,610	1	18	2	258	805	526
Median.............	$129.4	$108.2	$119.3	$117.	$153.2	$135.7	$168.7

1921–22	Total	Rural	State Graded	Grades Below	County High	City Grades	City High
Totals........	17,983	6,536	1,814	1,375	1,496	4,653	2,109
Less than:							
$75.00.............	44	....	....	....	4	34	6
75– 79.............	306	289	2	5	2	5	2
80– 89.............	1,165	1,086	36	11	1	29	2
90– 99.............	1,861	1,623	121	78	3	34	2
100–109............	2,911	2,002	357	268	2	275	7
110–119............	2,240	835	419	457	22	495	12
120–129............	2,085	486	359	379	75	718	68
130–139............	1,503	129	186	106	181	781	120
140–149............	964	49	63	36	219	400	197
150–159............	1,055	24	103	21	304	348	255
160–169............	753	10	74	2	157	242	268
170–179............	546	3	22	2	121	193	205
180–189............	406	....	21	7	64	115	199
190–199............	207	....	9	1	21	88	88
200 or more.........	1,938	....	42	2	320	896	678
Median.............	$122.2	$108.6	$118.8	$114.7	$159.8	$139.4	$176.6

City reports exclude those who devote less than one half time to actual teaching ......

9 grade teachers were omitted.

TABLE 10.—*Educational Training of Professional Workers*

1920–21	Total Elem.	Per Cent	Rural	State Graded	Grades Below	City Grades
Total	14,332	100	6,543	1,718	1,364	4,707
Eighth grade only	42	.3	32	9	....	1
Attended high school	160	1.1	134	12	8	6
Grad. of high school	1,518	10.6	1,175	136	88	119
Attended T. T. C	12	.1	9	1	2	....
Grad. of T. T. C	1,281	9.0	994	200	59	28
Attended C. T. S	178	1.2	154	11	10	3
Grad. of C. T. S	2,973	20.7	2,270	443	178	82
Attended N. S	1,292	9.0	695	202	177	218
Grad. of E. C. & R. C	1,488	10.4	765	187	132	404
Grad. of F. C	4,443	31.0	158	431	592	3,262
Attended U. or C	345	2.4	80	35	19	211
Grad. of U. or C	267	1.9	24	28	50	165
Attended spec	74	.5	26	8	4	36
Grad. spec	259	1.8	27	15	45	72
1921-22						
Total	14,562	100	6,536	1,812	1,375	4,839
Eighth grade only	29	.2	23	2	2	2
Attended high school	152	1.1	124	12	2	14
Grad. of high school	1,196	8.2	917	117	54	108
Attended T. T. C	14	.1	12	2	....	....
Grad. of T. T. C	1,395	9.6	1,021	232	86	56
Attended C. T. S	136	.9	113	15	5	....
Grad. of C. T. S	3,281	22.5	2,431	488	208	154
Attended N. S	1,352	9.3	868	195	163	126
Grad. of E. C. & R. C	1,290	8.9	719	170	131	270
Grad. of F. C	4,727	32.4	165	491	647	3,424
Attended U. or C	354	2.4	79	46	25	204
Grad. of U. or C	310	2.1	37	30	24	219
Attended spec	38	.3	10	7	3	18
Grad. spec	288	2.0	17	5	25	241

TABLE 10a.—*High Schools*

	1920-21				1921-22			
	All State	Per Cent	County	City	All State	Per Cent	County	City
Totals	3,363	100	1,444	1,919	3,705	100	1,496	2,209
Attended U. or C.	159	4.7	102	57	161	4.3	106	55
Grad. of Wis. U.	707	21.0	227	480	822	22.2	252	570
Grad. of Wis. C.	449	13.4	129	320	451	12.2	132	319
Grad. of other U. or C.	453	13.4	106	347	450	12.2	99	351
Attended Wis. N. S.	25	.7	21	4	9	.2	7	2
Grad. of F. C.	1,089	32.4	660	429	1,351	36.5	749	602
Grad. of E. C.	44	1.3	36	8	35	.9	12	23
Attended other N. S.	11	.3	3	8	7	.2	2	5
Grad of other N. S.	76	2.3	24	52	94	2.5	19	75
Attended Tech.	10	.3	4	6	13	.3	4	9
Grad. of Stout.	159	4.7	60	99	145	4.0	42	103
Grad. of other.	76	2.3	28	48	63	1.7	13	50
Grad. other spec.	99	3.0	44	55	102	2.8	57	45
Not specified.	6	.2	....	6	2	....	2	....

TABLE 11.—*Certificates*

	County		City	
	1920-21	1921-22	1920-21	1921-22
Total No. reported	11,067	11,221	6,507	7,008
State	2,708	2,695	6,049	6,305
1st Grade	1,853	2,410	341	350
2nd Grade	2,688	2,493	74	75
3rd Grade	1,162	1,148	20	34
Special limited	656	602	....	126
County Training School	2,000	1,872	23	118

Hayward and Fort Atkinson did not report.

TABLE 12.—*Teaching Service in Locality*

	Totals	Per Cent	Rural	State Graded	Grades Below	Co. High	Co. Total	Per Cent	City Grades	City High	City Total	Per Cent
1920–1921												
Totals	17,698	100	6,543	1,718	1,364	1,444	11,069	100	4,707	1,922	6,629	100
Less than 1 year	479	2.7	190	83	33	50	356	3.2	73	50	123	1.9
1 year	8,727	49.3	4,426	972	685	757	6,840	61.8	1,119	768	1,887	28.5
2 years	3,259	18.4	1,188	389	310	363	2,250	20.3	669	340	1,009	15.2
3 years	1,404	8.0	386	119	119	142	766	6.9	434	204	638	9.7
4 years	644	3.6	169	52	55	53	329	3.0	236	79	315	4.7
5 years	400	2.3	73	40	36	24	173	1.6	159	68	227	3.4
6 years	308	1.7	53	22	17	15	107	1.0	157	44	201	3.0
7 years	278	1.6	19	7	19	7	52	.5	177	49	226	3.4
8 years	228	1.3	16	2	8	11	37	.3	151	40	191	2.9
9 years	179	1.0	7	7	3	1	21	.2	136	22	158	2.4
10 years	144	.8	3	4	14	3	24	.2	90	30	120	1.8
Over 10 years	1,648	9.3	13	21	65	15	114	1.0	1,306	228	1,534	23.1
Median	1 yr.	....	1 yr.	1 yr.	1 yr.	1 yr.	1 yr.	....	4 yr.	2 yr.	3 yr.	....
1921–1922												
Totals	18,269	100.	6,536	1,814	1,375	1,496	11,221	100.	4,839	2,209	7,048	100.
Less than 1 year	812	4.5	324	100	52	46	522	4.7	192	98	290	4.1
1 year	8,154	44.6	4,110	984	613	765	6,472	57.8	1,079	603	1,682	23.9
2 years	3,838	21.0	1,389	417	328	385	2,519	22.5	783	536	1,319	18.7
3 years	1,550	8.5	401	141	143	138	823	7.3	467	260	727	10.3
4 years	830	4.6	173	72	79	62	386	3.4	298	146	444	6.3
5 years	424	2.3	57	32	25	30	144	1.3	196	84	280	4.0
6 years	303	1.7	24	23	24	18	99	.9	163	51	214	3.0
7 years	226	1.2	19	11	7	9	46	.4	144	36	180	2.6
8 years	208	1.1	13	1	13	9	23	.2	139	43	182	2.6
9 years	188	1.0	4	8	9	4	25	.2	126	37	163	2.3
10 years	172	.9	3	5	5	6	19	.2	101	52	153	2.2
Over 10 years	1,554	8.5	19	20	77	24	140	1.2	1,151	263	1,414	20.1
Median	1 yr.	....	1 yr.	1 yr.	2 yr.	1 yr.	1 yr.	....	2 yr.	2 yr.	2 yr.	....

TABLE 13.—*Teaching Service*

	Totals	Per Cent	Rural	State Graded	Grades Below	Co. High	Co. Total	Per Cent	City Grades	City High	City Total	Per Cent
Totals	17,698	100.	6,543	1,718	1,364	1,444	11,069	100.	4,707	1,922	6,629	100.
Less than 1 year	190	1.1	110	15	6	17	148	1.3	29	13	42	.6
1 year	2,922	16.5	1,733	184	194	291	2,402	22.0	317	203	520	7.8
2 years	2,402	13.7	1,190	198	208	223	1,819	16.4	400	183	583	9.0
3 years	2,207	12.4	966	263	178	181	1,588	14.3	402	217	619	9.3
4 years	1,749	9.9	699	219	168	144	1,230	11.1	350	169	519	7.8
5 years	1,265	7.1	459	159	137	113	868	7.8	265	132	397	6.0
6 years	1,127	6.4	380	188	94	80	742	6.7	258	127	385	5.8
7 years	828	4.7	255	118	67	46	486	4.4	238	104	342	5.2
8 years	614	3.4	156	57	51	43	307	2.8	200	107	307	4.6
9 years	508	2.9	102	66	27	42	237	2.0	200	71	271	4.0
10 years	541	3.0	126	54	60	80	320	2.9	148	73	221	3.3
Over 10 years	3,345	18.9	367	197	174	184	922	8.3	1,900	523	2,423	36.6
Median	4 yr.	....	3 yr.	4 yr.	4 yr.	4 yr.	3 yr.	....	8 yr.	6 yr.	8 yr.	....
1921-1922												
Totals	18,269	100.	6,356	1,814	1,375	1,496	11,221	100.	4,839	2,209	7,048	100.
Less than 1 year	238	1.3	93	18	18	17	146	1.3	66	26	92	1.3
1 year	2,611	14.3	1,474	130	175	307	2,086	18.6	322	203	525	7.4
2 years	2,421	13.3	1,240	210	173	251	1,874	16.7	358	189	547	7.8
3 years	2,092	11.5	932	251	171	164	1,518	13.5	373	201	574	8.1
4 years	1,892	10.4	756	261	170	146	1,333	11.9	370	189	559	7.9
5 years	1,520	8.3	562	203	140	114	1,019	9.1	353	148	501	7.1
6 years	1,049	5.7	325	143	111	91	670	6.0	242	137	379	5.4
7 years	841	4.6	256	104	56	70	486	4.3	237	118	355	5.0
8 years	790	4.3	211	118	72	47	448	4.0	205	137	342	4.9
9 years	569	3.1	156	59	46	35	296	2.6	181	92	273	3.9
10 years	533	2.9	116	65	53	52	286	2.6	172	75	247	3.5
Over 10 years	3,713	20.3	415	252	190	202	1,059	9.4	1,960	694	2,654	37.7
Median	4 yr.	....	3 yr.	5 yr.	4 yr.	4 yr	3 yr	....	8 yr.	....	7 yr.	....

TABLE 14.—*Compulsory Age Data—Summary of Attendance*

	1920-21	1921-22	
County:			870
No. who attended 160 days or more	109,380	121,948	42
No. who attended 120 to 160	107,165	108,698	35
No. who attended 100 to 119	25,557	20,505	08
No. who attended 80 to 99	12,285	11,643	04
No. who attended less than 80 days	22,431	22,367	05
No. reported	276,918	285,161	
No. between ages 7 and 14 reported in county census	221,057	221,495	
No. of these enrolled	196,499	202,949	
No. attending 120 days in villages and cities and 160 days or more in cities in county organizations	125,605	142,007	
City:			
No. attending more than 160 days in cities	133,642	158,984	70
No. attending 120 to 159 days	27,705	26,763	11
No. attending 100 to 120 days	6,312	6,358	8
No. attending less than 100 days	22,070	37,762	16
No obtaining labor permits	1,282	2,334	
No. that left for other causes	11,028	11,334	
No non-resident pupils in all high schools	14,357	16,720	

TABLE 15.—*Rural Schools Classified According to Enrollment*

	1920-21	1921-22	22-23
No. Enrolling:			
1 to 5 children	65	86	83
6 to 10 children	451	422	402
11 to 15 children	931	919	452
16 to 20 children	1,200	1,101	[illegible]
21 to 25 children	1,156	1,124	1093
26 to 30 children	855	942	910
31 to 35 children	633	654	691
36 to 40 children	454	474	481
41 to 45 children	310	324	314
46 to 50 children	174	178	176
51 to 55 children	109	120	11..
56 to 59 children	69	66	63
60 children or over	92	85	28
Total	6,499	6,495	6441

TABLE 16.—*Transportation—Counties*

	1920-21	1921-22
No. in schools outside own district	15,076	20,748
No. schools closed and children transported	158	196
No. of such children transported	1,248	1,571
No. for whom tuition has been paid	3,414	4,426
No. districts transporting to own school	277	436
No. of children so transported	5,286	7,096
No. living more than two miles from school	4,565	5,997
No. aged 9-14 living beyond three-mile limit	2,352	2,801
No. of these enrolled	1,991	2,541

TABLE 17.—*Textbooks*

	1920-21				1921-22			
	County			City	County			City
	Rural	State Graded	H. S. Grades Below	Grades	Rural	State Graded	H. S Grades Below	Grades
Schools furnishing free	2,702	231	279	42	3,053	354	323	46
Schools renting	206	20	50	14	35	3	36	15
Schools selling at cost	....	....	......	20	......	....	......	24

TABLE 18.—*School Buildings—Old and New*

	1920-21	1921-22
County:		
No. of districts reported	7,313	7,224
No. public school buildings	7,708	7,734
Rural	6,697	6,708
State graded	603	618
Grades below (separate)	106	104
High and grades combined	225	248
High	47	56
No. built during year	139	145
Rural	105	96
State graded	25	29
High and grades below	9	20
No. school houses will accommodate	340,767	341,254
Cost of new buildings	$1,912,812	$1,227,528
Rural	854,327	523,594
State graded	472,985	581,700
High and grades	585,500	1,122,234
Value of sites and buildings	$31,129,353	35,319,849
Value of equipment (Incomplete data)	5,461,137	4,893,764
City:		
No. buildings	519	536
Grades only	394	385
High and grades	65	72
High only	60	69
Value of sites and buildings	$43,799,711	$46,958,708
Value of equipment	4,203,678	4,798,021
No. built during year	16	17
Grades	10	9
High only	4	1
High and grades	6	7
Cost of buildings:		
Grades	$1,932,571	$752,468
High only	660,275	325,000
High and grades	1,197,072	1,635,932

TABLE 19.—*County Srperintendent's Office*

	1920–21	1921–22
No. superintendents	72	72
Men	39	38
Women	33	34
Minimum salary	$1,200	$1,200
Maximum salary	$3,000	$3,000
Average	$1,643	$2,031
Schools visited by superintendents	7,901	8,209
No. of visits	12,427	13,011
No. of teachers' meetings	544	608
No. of teachers' institutes	164	146
No. of days held	291	282
No. of evening lectures	226	287
No. of meetings where consolidation was discussed	458	250
No. of consolidations effected	23	15
No. of offices having regular publications	30	33
No. having health supervision	42	50

TABLE 20.—*Supervising Teachers*

	1920–21	1921–22
Total Number	106	104
No. counties having two	35	31
No. of visits made	22,029	21,653
No. conferences with school officers	7,405	6,747
No. teachers' meetings where supervisors assisted	1,155	1,200
No. community gatherings attended	2,395	2,246
Total number of teachers visited	11,121	10,941
(a) once	4,527	4,608
(b) twice	3,886	3,735
(c) three times	1,719	1,725
(d) four	658	685
(e) five or more	331	396
(a) Less than one day	3,756	3,747
(b) One day and less than two	4,403	4,228
(c) Two days and less than three	2,098	2,017
(d) Three days and less than four	585	611
(e) Four and less than five	173	214
(f) Five or more	106	132
Total salaries	143,916	147,090
Total expenses	59,880	58,494

TABLE 21.—*State Retirement System*

	1921	1922
No. teachers contributing	15,000	7,286
Amt. contributed by teachers (including annuitants)	$172,249.88	$389,268.43
Amount contributed by state	$68,799.40	$1,389,742.76
No. annuitants June 30	354	394
Amount refunded by teachers	394.61	....
Interest earned	$32,250.24	$44,556.11
Administration expenses	$6,436.43	$19,639.66
Cash on hand, June 30	$39,128.14	$217,868.88
Amount invested June 30 (Par value)	$755,200.00	$2,407,105.00

TABLE 22.—*Financial Summary 1920–21*

Reported by County Superintendents

DISBURSEMENTS

	Rural Schools	State Graded Schools	Free High Schools and Grades below High Schools	Union Free High Schools	Total for all Schools
Services of district clerk, treasurer and director....	$180,639.71	$41,614.24	$28,326.80	$2,872.67	$253,453.42
Salaries of men teachers (do not include amount deducted for teachers' pensions)........	260,657.02	192,020.58	754,371.85	139,864.74	1,346,914.19
Salaries of women teachers (do not include amount deducted for teachers' pensions)........	5,083,602.29	1,691,062.99	2,357,961.96	186,214.14	9,318,841.38
Textbooks................	123,602.64	61,644.04	85,577.22	8,514.08	279,337.98
Library books (include only books paid for out of the district treasury)........	18,909.07	6,544.08	19,853.78	5,545.19	50,852.12
Stationery and supplies used in instruction...........	125,275.09	77,758.87	119,212.83	17,558.23	339,805.02
Janitor service...........	164,502.68	197,560.27	292,973.45	32,231.75	687,268.15
Fuel and janitor supplies...	466,418.54	241,072.80	366,577.73	36,616.88	1,110,685.95
Repairs..................	284,573.07	137,419.10	158,150.63	11,870.62	592,013.42
Insurance................	48,055.04	37,550.04	51,363.15	5,750.17	142,718.40
Transportation of children.	134,134.71	116,992.00	62,803.48	4,813.01	318,743.20
Tuition to other districts...	48,339.55	13,545.40	7,783.66	306.86	69,975.47
Teachers' pension fund....	50,495.32	16,618.67	27,023.16	2,768.85	96,906.00
Lands and buildings.......	851,429.27	598,708.01	486,995.40	128,810.15	2,065,942.83
Equipment...............	218,893.66	142,895.77	149,485.10	29,813.67	541,088.20
Loans, payment of........	1,204,913.82	823,355.22	1,357,508.94	150,246.36	3,536,024.34
Interest on loans and school orders..................	75,701.05	57,611.09	90,132.28	14,239.06	237,683.48
Other payments...........	190,859.99	149,750.08	170,527.74	46,891.74	558,029.55
Total payments.......	$9,531,002.52	$4,603,723.25	$6,586,629.16	$824,928.17	$21,546,283.10

RECEIPTS

Money on hand June 30, 1920..................	$1,766,737.11	$600,675.99	$452,286.36	$60,725.93	$2,880,425.39
State school apportionment	1,107,410.15	317,002.82	286,354.91	....	1,710,767.88
Taxes levied by county supervisors...............	1,122,076.51	352,683.71	289,557.59	....	1,764,317.81
District taxes............	5,303,941.87	2,387,352.16	3,542,203.82	426,818.14	11,660,315.99
Special state aid..........	68,245.57	152,362.61	149,411.07	50,090.31	420,109.56
Tuition received..........	28.984.69	40,530.72	471,666.90	35,380.28	576,562.59
Rent or sale of text books..	7,630.23	9,268.26	31,084.19	3,918.44	51,901.12
Interest on school funds....	6.027.29	8,967.21	14,420.68	3,984.75	33,399.93
Money borrowed..........	1,952.663.37	1,222,622.43	1,508,079.24	222,268.12	4,905,633.16
Sale of school bonds.......	11,223.56	46,747.26	436,347.57	126,400.00	620,718.39
Sale of school property.....	25,089.59	20,824.09	25,448.82	281.70	71,644.20
Other receipts............	131,490.87	134,163.38	121,729.76	19,507.66	406,891.67
Total receipts.........	$11,531,520.81	$5,293,200.64	$7,328,590.91	$949,375.33	$25,102,687.69
Money on hand June 30, 1921..................	2,000,518.29	689,477.39	720,653.17	145,755.74	3,556,404.59
Amount of bills unpaid....	122,730.80	71,005.94	189,528.78	24,426.17	407,691.09
Amount of bonded indebtedness.................	1,122,229.39	1,182,735.47	1,723,818.27	156,603.00	4,185,386.13

TABLE 23.—*Financial Summary, 1921–22*

DISBURSEMENTS

2-1

	Rural Schools	State Graded Schools	Free High Schools and Grades below High Schools	Union Free High Schools	Total for all Schools
Services of district clerk, treasurer and director....	$196,733.87	$45,687.24	$29,644.18	$3,207.40	$275,272.69
Salaries of men teachers (do not include amount deducted for teachers' pensions)................	355,630.55	270,858.42	851,457.54	170,625.12	1,648,571.63
Salaries of women teachers (do not include amount deducted for teachers' pensions)..............	4,970,710.44	1,780,168.52	2,440,045.39	194,538.74	9,385,463.09
Textbooks................	137,893.42	67,884.10	86,183.28	8,645.85	300,606.65
Library books (include only books paid for out of the district treasury)........	22,540.18	9,894.97	17,683.03	3,680.92	53,799.10
Stationery and supplies used in instruction...........	124,301.92	78,934.63	101,650.96	14,280.83	319,168.34
Janitor service............	159,227.24	200,590.60	288,004.61	32,067.45	679,889.90
Fuel and janitor supplies...	403,003.76	208,463.70	318,605.54	41,041.32	971,114.32
Repairs..................	284,439.87	124,678.18	125,496.38	14,076.47	548,690.90
Insurance................	42,892.51	31,399.55	40,922.58	4,665.92	119,880.56
Transportation of children.	175,310.40	145,819.46	64,933.51	24,770.75	410,834.12
Tuition to other districts...	73,066.08	41,102.98	2,160.24	103.77	116,433.07
Teachers' pension fund....	48,916.19	27,466.68	44,848.21	4,495.81	125,726.89
Lands and buildings.......	662,563.59	947,379.72	759,814.07	181,356.30	2,551,113.68
Equipment..............	183,319.25	138,024.39	136,104.19	27,864.32	485,312.15
Loans, payment of........	1,401,688.77	1,048,188.71	1,651,263.49	204,683.97	4,305,824.94
Interest on loans and school orders..................	96,449.41	69,965.89	128,276.82	21,281.80	315,973.92
Other payments...........	193,232.09	169,064.94	151,320.46	54,868.88	568,486.37
Total payments.......	$9,531,919.54	$5,405,572.68	$7,238,414.48	$1,006,255.62	$23,182,162.32

RECEIPTS

Money on hand June 30, 1921....................	$1,930,129.10	$739,516.56	$711,913.44	$148,653.94	$3,530,213.04
State school apportionment	1,111,366.58	339,246.76	275,881.84	....	1,726,495.18
Taxes levied by county supervisors...............	1,184,083.53	344,080.43	313,060.89	....	1,841,224.85
District taxes.............	5,539,258.72	2,732,787.19	3,867,942.69	534,352.04	12,674,340.64
Special state aid..........	81,279.41	156,309.05	178,520.51	55,548.92	471,657.89
Tuition received..........	45,149.88	60,879.26	501,167.54	41,468.88	648,665.56
Rent or sale of text books..	8,672.35	9,210.77	24,751.19	2,443.42	45,077.73
Interest on school funds....	27,864.54	12,363.21	29,941.41	4,782.12	74,951.28
Money borrowed..........	1,717,482.86	1,511,638.10	1,567,946.58	209,046.03	5,006,113.57
Sale of school bonds.......	91,782.63	308,131.28	504,606.15	148,834.87	1,053,354.93
Sale of school property....	19,489.10	27,054.40	13,178.19	1,125.11	60,846.80
Other receipts............	149,289.51	162,770.19	100,843.23	43,102.91	456,005.84
Total receipts.........	$11,905,848.21	$6,403,987.20	$8,089,753.66	$1,189,358.24	$27,588,947.31
Money on hand June 30. 1922....................	$2,373,928.67	$998,414.52	$851,339.18	$183,102.62	$4,406,784.9
Amount of bills unpaid....	115,596.17	96,426.04	80,233.71	35,507.11	327,763.0
Amount of bonded indebtedness.................	1,361,854.24	1,857,302.88	2,301,227.52	546,349.83	6,066,734.47

TABLE 24.—*Financial Summary City Reports* 71)-30

Disbursements	1920-21	1921-22
Board of Education and the secretary's office	$82,517.69	$89,278.42
School census	9,152.09	8,699.59
Finance offices and accounts	11,819.56	8,869.00
Operation and maintenance of office buildings	20,508.64	22,201.68
Officers in control of building and supplies	15,351.04	18,130.11
Salary of the superintendent of schools	241,754.11	243,950.55
Salary of clerks	57,614.30	58,004.51
Expenses of office of superintendent of schools	24,218.54	22,875.05
Enforcement of compulsory education and truancy laws	46,450.21	46,662.34
Other expenses of general control	25,696.60	17,055.24
Total	$535,082.78	$535,726.49
Expenses of Instruction		
Salaries of supervisors of grades or of subjects	$229,502.93	$226,288.59
Other expenses of supervision	14,842.76	4,136.61
Salaries of principals	744,914.72	844,802.97
Salary of principals' clerks	66,224.79	72,653.41
Other expenses of principals	19,792.19	8,556.58
Salaries of men teachers. (Do not include amount withheld for pension and retirement fund.)	1,284,140.25	1,833,064.47
Salaries of women teachers. (Do not include amount withheld for pension and retirement fund.)	7,850,219.74	8,600,976.63
Teachers' pension and retirement fund	85,677.34	197,645.25
Textbooks	191,070.31	188,578.49
Stationery and supplies used in instruction	302,807.10	327,041.35
Materials used in manual training and domestic science	186,075.01	244,032.75
Other expenses of instruction	223,350.66	68,844.48
Total	$11,198,617.80	$12,656,621.58
Expenses of Operation of School Plant		
Wages of janitors	$863,532.06	$883,531.92
Wages of other employes	10,685.98	18,647.51
Fuel	783,289.94	598,277.71
Water, light and power	213,291.68	248,335.41
Janitor's supplies	86,923.22	91,077.36
Other expenses of operation of school plant	39,909.50	33,176.87
Total	$1,997,632.38	$1,873,046.78
Expenses of Maintenance of School Plant		
Repair of buildings and upkeep of grounds	$483,278.52	$519,986.86
Repair and replacement of equipment	191,128.00	171,417.25
Insurance	55,387.48	54,809.08
Other expenses of maintenance of school plant	22,140.24	45,550.02
Rent	16,875.25	20,674.80
Total	$768,809.49	$812,438.01
Miscellaneous Expenses		
Salaries of librarians and assistants	$30,451.88	$40,378.12
Library books	37,315.88	48,803.24
Other expenses of libraries	3,493.40	4,333.37
Salaries of physicians and nurses	49,410.25	54,030.06
Other expenses of promotion of health	19,968.51	19,218.39
Transportation of pupils	10,005.70	18,011.77
Payments to other districts	2,907.29	4,079.58
Other miscellaneous expenses	95,973.96	128,036.61
Total	$249,526.87	$316,891.14
Total Cost	$14,749,669.32	$16,194,724.00

TABLE 24.—*Financial Summary City Reports*—Continued.

Disbursements	1920–21	1921–22
Outlays		
Land	$174,192.80	$213,124.88
New buildings	2,548,785.06	3,177,653.51
Alteration of old buildings	153,790.10	246,883.85
Equipment of new buildings and grounds	136,689.04	224,438.89
Equipment of old buildings, exclusive of replacements	93,039.83	95,831.22
Redemption of bonds	212,837.44	299,421.02
Redemption of short-term loans	1,453,035.79	1,315,268.78
Payments of warrants and orders of preceding years	36,958.66	50,098.87
Payments of sinking funds	41,970.22	41,641.05
Payments of interest	149,752.40	182,843.56
Miscellaneous payments including payments to trust funds, text-books to be sold to pupils, etc	60,343.68	91,845.27
Total	$5,061,395.02	$5,939,051.27
Total expenses and outlays	$19,811,064.34	$22,133,775.27
Amount of bonded indebtedness	$7,640,208.31	$13,161,404.07
Amount of general indebtedness	257,125.20	253,661.39
Amount of bills unpaid	66,427.60	373,046.98

Receipts	1920–21	1921–22
Balance on hand of preceding year	$4,636,128.93	$6,539,707.45
Revenue Receipts		
State fund apportionment	$1,343,355.27	$1,321,485.33
Taxes levied by county supervisors	1,311,569.66	1,465,023.95
City school taxes	13,774,657.43	13,501,926.06
Free high school aid	121,684.15	39,244.05
State aid for manual training	16,291.04	14,485.25
State aid for domestic science	15,609.43	13,472.74
State aid for agriculture	7,694.01	18,295.37
State aid for deaf and blind	107,448.89	61,678.06
State aid for Commercial Course	14,481.64	13,565.01
State aid for Teachers' Training Course	10,690.11	11,513.09
Tuition received: Grades, High school	403,218.48	460,716.28
Other fees from patrons	26,510.60	7,122.63
Rent or sale of textbooks	115,029.18	117,232.62
Interest on school funds	24,586.44	35,513.08
All other revenue	131,750.30	192,769.82
Total	$17,424,185.50	$17,274,043.34
Non-Revenue Receipts		
Loans	$1,501,071.71	$1,296,751.40
Sale of bonds	1,703,373.91	4,552,006.82
Warrants issued and unpaid	42,041.53	19,293.34
Sales of real property and proceeds from insurance adjustments	42,414.12	14,855.92
Sales of equipment and supplies	74,156.80	61,143.90
Refund of payments	24,753.50	11,256.00
Other non-revenue receipts	205,539.91	640,293.75
Total	$3,593,351.46	$6,595,601.13
Grand Total	$25,653,665.89	$30,409,351.92
Less total expenses and outlays	$19,811,064.34	$22,133,775.27
Balance on hand	5,842,601.55	8,275,576.65

TABLE 25.—*Classes for Handicapped Children in Public Schools*

	1920–21	1921–22
Enrollment		
Defective vision	68	35
Defective hearing	356	373
Defective speech	892	892
Defective mentality	550	687
Teachers	76	103
Salaries	157,166	180,246
Approved expense	133,510	145,215
Appropriation	78,190	123,510

Expenditures are included in financial tables.

Classes are maintained at:

Antigo
Appleton
Ashland
Baraboo
Black River Falls
Cudahy
De Pere
Eau Claire
Fond du Lac
Green Bay
Hurley
Janesville
Kaukauna
Kenosha
La Crosse
Madison
Marinette
Marshfield
Mayville
Milwaukee
New London
Oconto
Oshkosh
Racine
Rice Lake
Sheboygan
Stevens Point
Superior
Waukesha
Wausau
West Allis

TABLE 26.—*Teacher Training Courses in High Schools*

Location, City	Location, County	1920-1921								1921-22							
		Enrollment			Graduates			Teachers' Salary	State Aid	Enrollment			Graduates			Teachers' Salary	State Aid
		B	G	Total	B	G	Total			B	G	Total	B	G	Total		
Totals.........	....	36	692	728	10	337	347	$44,757.00	$24,999.96	69	833	902	23	396	419	$47,964.00	$25,000.00
Arcadia..............	Trempealeau....			No	Data					8	21	29	1	9	10	1,440.00	None
Black River Falls.....	Jackson.........	......	32	32	......	14	14	1,350.00	871.70	3	44	47	......	20	20	1,500.00	922.87
Chippewa Falls.......	Chippewa.......	.....	26	26	......	11	11	2,000.00	1,291.42	......	37	37	......	18	18	2,000.00	1,230.50
Crandon.............	Forest..........	......	17	17	......	7	7	1,400.00	903,99	.....	16	16	......	9	9	1,260.00	775.21
Darlington...........	Lafayette.......	15	39	54	2	13	15	1,650.00	1,065.42	8	36	44	2	17	19	1,750.00	1,076.68
Dodgeville...........	Iowa...........	2	17	19	......	13	13	1,575.00	1,016.99	9	13	22	8	8	16	1,575.00	969.01
Ellsworth...........	Pierce.........	5	9	14	3	8	11	1,500.00	968.56	11	17	28	5	6	11	1,600.00	984.40
Fennimore..........	Grant..........	.....	19	19	......	9	9	1,600.00	1,033.14	......	14	14	......	9	9	1,665.00	1,024.39
Florence............	Florence........	......	12	12	......	6	6	1,425.00	920.14	1	13	14	......	6	6	1,425.00	876.73
Galesville............	Trempealeau....	2	26	28	1	9	10	1,400.00	903.99	1	36	37	1	11	12	1,400.00	861.35
Glenwood............	St. Croix.......	2	16	18	......	9	9	1,400.00	None	2	33	35	1	9	10	1,450.00	None
Grantsburg...........	Burnett........	1	17	18	1	11	12	1,575.00	1,016.99	2	32	34	1	8	9	1,602.00	985.63
Hayward............	Sawyer.........	......	19	19	......	11	11	1,950.00	1,259.13	.....	26	26	.....	9	9	1,950.00	1,199.73
Jefferson............	Jefferson.......	......	18	18	......	8	8	1,500.00	968.56	......	20	20	......	11	11	1,550.00	953.63
Lancaster...........	Grant..........	1	27	28	1	8	9	1,400.00	None	......	28	28	......	9	9	1,200.00	None
Mayville............	Dodge.........	2	6	8	2	6	8	1,600.00	1,033.14	......	12	12	......	12	12	1,600.00	984.40
Mondovi............	Buffalo.........	......	17	17	......	8	8	1,800.00	None	......	25	25	......	8	8	1,800.00	None
Neillsville..........	Clark..........	......	23	23	......	11	11	2,000.00	1,291.42	......	23	23	......	12	12	2,000.00	1,230.50
New Richmond.......	St. Croix.......	......	44	44	......	26	26	1,350.00	871.70	......	49	49	......	25	25	1,582.00	973.32
Oconto Falls.........	Oconto.........	.....	27	27	.....	14	14	1,500.00	968.56	6	39	45	......	21	21	1,600.00	984.40
Omro...............	Winnebago......	1	23	24	......	8	8	1,500.00	968.56	5	44	49	1	20	21	1,700.00	1,045.92
Shawano............	Shawano........	......	34	34	......	10	10	1,800.00	1,162.28	2	41	43	1	25	26	2,000.00	1,230.50
Spooner............	Washburn.......	......	29	29	......	14	14	1,692.00	1,092.54	......	34	34	......	20	20	1,800.00	1,107.45
Stanley.............	Chippewa.......	......	37	37	......	20	20	1,440.00	None	8	43	51	1	16	17	1,440.00	None
Stoughton...........	Dane..........	......	21	21	......	21	21	2,000.00	1,291.42	.....	15	15	.....	15	15	2,000.00	1,230.50
Tomah..............	Monroe.........	......	43	43	......	27	27	1,500.00	968.56	......	32	32	......	16	16	1,500.00	922.87
Washburn...........	Bayfield........	.....	22	22	......	8	8	1,500.00	968.52	......	21	21	......	15	15	1,800.00	1,107.43
Waukesha...........	Waukesha.......	.....	42	42	......	18	18	1,800.00	1,162.38	......	46	46	......	25	25	2,200.00	1,353.55
Westfield............	Marquette......	5	30	35	......	9	9	1,550.00	1,000.85	3	23	26	1	7	8	1,575.00	969.01

TABLE 27.—*County Training Schools, 1920–1921*

County	Location	No. enrolled Teachers			Enrollment			Graduates			No. enrolled who have taught			Non-resident			Teaching Cost	Total Cost of School	State Aid	Principal's Salary	No. days Maintained
		M.	W.	Tot	B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.					
Totals	....	29	84	113	64	1489	1553	36	660	696	3	98	101	5	180	185	$218,100.67	$331,293.04	$178,353.78	$92,180.44	......
Ashland	Ashland	1	3	4	....	77	77	....	23	23	....	25	25	....	18	18	$4,485.38	$5,567.09	$4,916.67	$2,600.22	210
Barron	Rice Lake	1	2	3	....	60	60	....	24	24	....	....	....	....	5	5	7,065.00	9,952.28	6,638.87	3,080.00	230
Buffalo	Alma	....	3	3	4	32	36	4	5	9	....	....	....	....	1	1	5,500.00	7,565.85	5,750.00	2,500.00	200
Columbia	Columbus	1	3	4	....	32	32	....	25	25	....	....	....	....	6	6	8,201.30	12,672.57	6,361.11	3,242.09	220
Door and Kewaunee	Algoma	1	4	5	6	28	34	3	15	18	....	1	1	....	1	1	8,895.00	14,615.43	6,833.33	3,592.50	237
Dunn	Menomonie	1	5	6	1	69	70	....	23	23	....	1	1	....	2	2	8,245.00	14,825.25	5,805.55	3,000.00	200
Eau Claire	Eau Claire	1	4	5	....	88	88	....	17	17	....	2	2	....	38	38	9,350.00	14,227.74	5,805.55	3,000.00	200
Fond du Lac	Fond du Lac	1	1	2	....	31	31	....	30	30	....	1	1	....	....	....	5,244.38	6,781.06	4,444.44	3,484.98	200
Green	Monroe	1	2	3	1	26	27	1	20	21	....	1	1	....	4	4	5,129.71	7,248.44	5,250.00	2,620.00	180
*Green Lake	Berlin	1	2	3	5	76	81	3	41	44	....	4	4	....	30	30	6.200.00	8,185.19	5,833.33	3.000.00	210
Juneau	New Lisbon	1	2	3	2	23	25	3	21	24	....	2	2	2	2	4	5,700.00	7,080.96	5,833.33	2,800.00	210
Langlade	Antigo	1	2	3	1	32	33	1	23	24	....	2	2	....	5	5	6,300.00	8,958.61	5,805.55	2,800.00	200
Lincoln	Merrill	1	2	3	....	60	60	....	30	30	....	....	....	....	3	3	6,960.00	9,377.16	5,972.22	3,225.00	215
Manitowoc	Manitowoc	1	2	3	6	33	39	6	25	31	....	....	....	....	2	2	6,800.00	9,759.69	5,277.78	3,100.00	190
Marathon	Wausau	1	4	5	7	100	107	3	20	23	2	1	3	....	1	1	10,079.00	15,486.12	5,805.55	3,500.00	200
*Marinette	Marinette	1	3	4	4	30	34	1	17	18	....	2	2	....	4	4	8,335.00	11,755.30	5,805.55	3,375.00	230
Oneida	Rhinelander	1	2	3	....	33	33	....	17	17	....	1	1	....	7	7	5,750.01	8,363.17	5,555.55	2,600.00	200
Outagamie	Kaukauna	1	3	4	4	44	48	3	29	32	....	....	....	1	14	15	8,315.00	13,962.78	5,555.55	3,000.00	200
Polk	St. Croix Falls	1	2	3	....	28	28	....	12	12	....	....	....	....	5	5	6,300.00	9,429.51	5,555.55	3,000.00	200
Price	Phillips	1	2	3	....	38	38	....	16	16	....	....	....	....	....	....	6.225.00	7,151.92	6,083.33	3,000.00	210
Racine and Kenosha	Union Grove	1	4	5	....	58	58	....	31	31	....	1	1	....	7	7	10,266.61	25,030.59	5,416.66	3,500.00	195
Richland	Richland Center	1	4	5	4	37	41	2	18	20	....	3	3	....	6	6	9,483.40	14,138.01	5,805.55	3,450.00	200
*Rock	Janesville	1	2	3	....	25	25	....	20	20	....	....	....	....	....	....	6,417.88	8,761.45	6,083.33	3,135.65	220
Rusk	Ladysmith	1	2	3	4	88	92	....	21	21	....	44	44	....	4	4	5,750.00	8,869.30	6,048.35	2,750.00	230
Sauk	Reedsburg	1	3	4	4	52	56	....	29	29	....	1	1	....	6	6	6.100.00	11,277.44	5,805.55	3,000.00	200
Sheboygan	Plymouth	....	3	3	4	15	19	2	8	10	....	1	1	1	....	1	6,050.00	12,052.19	5,250.00	2,600.00	180
Taylor	Medford	1	2	3	3	36	39	2	16	18	1	....	1	....	2	2	6,530.00	9,028.03	6,638.88	2,875.00	200
Vernon	Viroqua	1	4	5	2	70	72	2	24	26	....	....	....	....	....	....	9,150.00	12,794.83	5,250.00	2,850.00	179
Waupaca	New London	1	3	4	....	50	50	....	28	28	....	1	1	....	1	1	6,978.00	8,174.47	5,805.55	2,500.00	200
Waushara	Wautoma	1	2	3	1	43	44	....	13	13	....	....	....	....	....	....	5,800.00	7,113.43	5,805.55	2,500.00	200
Wood	Wis. Rapids	1	2	3	1	75	76	....	19	19	....	4	4	1	6	7	6,500.00	11,087.18	5,555.55	2,500.00	200

*Enrollment does not include summer session.

TABLE 27.—*County Training Schools, 1921–22*

County	Location	Teachers			Enrollment			Graduates			No. enrolled who have taught			Non-resident			Teaching Cost	Total Disbursement	State Aid	Principal's Salary	No days Maintained
		M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.	M.	W.	Tot.					
Totals		30	85	115	194	1796	1990	115	844	959	13	107	120	12	230	242	$229,639.27	$340,000.65	$179,238.16	$93,944.00	6350
Ashland	Ashland	1	3	4	1	101	102	....	32	32	....	7	7	....	15	15	$6,285.00	$7,639.61	$6,083.33	$3,000.00	210
Barron	Rice Lake	1	2	3	3	55	58	1	21	22	....	....	....	....	9	9	6,800.00	10,621.76	5,805.55	3,000.00	200
Buffalo	Alma	....	3	3	10	33	43	7	11	18	....	....	....	....	1	1	5,900.00	7,608.87	5,805.55	2,800.00	200
Columbia	Columbus	1	3	4	5	38	43	3	32	35	....	1	1	2	14	16	8,978.90	12,945.25	6,361.10	3,473.67	220
Door-Kewaunee	Algoma	1	4	5	28	34	62	23	21	44	4	....	4	1	3	4	8,255.99	15,357.09	6,527.76	3,050.00	226
Dunn	Menomonie	1	4	5	5	63	68	1	18	19	....	1	1	....	1	1	8,105.00	14,069.96	5,805.55	2,560.00	200
Eau Claire	Eau Claire	1	4	5	2	112	114	....	26	26	....	1	1	....	31	31	10,750.00	15,383.43	6,361.10	3,600.00	220
Fond du Lac	Fond du Lac	1	1	2	8	20	28	8	20	28	....	1	1	....	3	3	5,500.00	6,708.44	4,444.44	3,750.00	200
Green	Monroe	1	2	3	3	43	46	1	34	35	....	2	2	....	11	11	6,033.55	10,803.29	6,083.33	2,628.55	210
Green Lake	Berlin	1	2	3	9	64	73	7	34	41	....	4	4	1	30	31	6,625.00	8,480.78	5,833.33	3,100.00	210
Juneau	New Lisbon	1	2	3	13	25	38	9	24	33	....	2	2	1	3	4	6,357.70	7,878.72	5,000.00	2,916.65	180
Langlade	Antigo	1	2	3	3	30	33	2	22	24	....	2	2	....	9	9	6,800.00	10,107.16	5,694.44	3,000.00	205
Lincoln	Merrill	1	3	4	3	64	67	2	32	34	....	....	....	....	2	2	6,975.00	10,472.88	5,805.55	3,000.00	200
Manitowoc	Manitowoc	1	2	3	15	46	61	11	30	41	....	....	....	....	3	3	7,350.00	9,944.95	5,277.78	3,300.00	190
Marathon	Wausau	1	4	5	17	145	162	1	32	33	....	2	2	....	5	5	11,460.00	17,993.96	5,805.55	3,600.00	200
Marinette	Marinette	1	3	4	4	56	60	2	21	23	1	3	4	2	10	12	9,126.38	13,203.17	6,388.87	3,000.00	230
Oneida	Rhinelander	1	2	3	....	44	44	....	13	13	....	1	1	....	7	7	6,200.00	8,972.66	5,555.55	2,800.00	200
Outagamie	Kaukauna	1	3	4	5	55	60	4	27	31	....	1	1	....	15	15	8,410.00	12,363.73	6,111.10	3,810.00	240
Polk	St. Croix Falls	1	2	3	6	35	41	3	19	22	....	1	1	....	1	1	6,300.00	9,001.77	5,805.55	3,000 00	200
Price	Phillips	1	2	3	2	37	39	1	18	19	....	....	....	....	....	....	6,330.06	7,589.94	6,083.33	3,000.00	210
Racine	Union Grove	1	4	5	....	71	71	....	35	35	....	....	....	....	5	5	12,316.65	21,769.70	5,555.55	3,821.51	200
Richland	Richland Ctr.	1	4	5	15	59	74	9	35	44	....	3	3	2	8	10	7,644.00	11,445.91	5,250.00	2,700.00	180
Rock	Janesville	1	4	5	....	75	75	....	40	40	....	25	25	....	1	1	6,700.00	10,045.96	6,083.32	3,150.00	219
Rusk	Ladysmith	1	2	3	7	102	109	....	24	24	7	30	37	....	7	7	6,252.28	8,366.47	6,155.00	2,700.00	230
Sauk	Reedsburg	1	3	4	4	58	62	1	42	43	....	5	5	....	8	8	5,756.05	11,477.43	5,805.55	2,383.55	200
Sheyboygan	Plymouth	....	3	3	5	33	38	5	29	34	....	....	....	....	....	....	6,400.00	9,772.33	5,250.00	2,800.00	180
Taylor	Medford	1	2	3	9	41	50	8	22	30	1	5	6	....	3	3	6,400.00	8,556.90	5,805.55	3,000.00	200
Vernon	Viroqua	1	4	5	4	60	64	3	31	34	....	1	1	2	11	13	9,800.00	14,558.18	5,527.78	3,000.00	190
Waupaca	New London	1	2	3	1	60	61	....	44	44	....	1	1	....	3	3	6,705.00	7,998.64	5,805.55	3,000.00	200
Waushara	Wautoma	1	2	3	4	43	47	2	20	22	....	3	3	....	1	1	5,800.00	5,914.70	5,805.55	2,500.00	200
Wood	Wis. Rapids	2	2	4	3	94	97	1	35	36	....	6	6	1	10	11	7,373.00	12,947.01	5,555.51	2,500.00	200

Cost on basis of Enrollment, $187.82.

27a—County Schools of Agriculture and Domestic Economy, 1920-21.

County	Location	Teachers			Enrollment			Graduates			Non-residents			Teaching Cost	Total Cost of School	State Aid	Principal's Salary	No. days Maintained
		M.	W.	Tot.	B.	G.	Tot.	B.	G.	Total	G.	B.	Total					
Totals	....	20	12	32	322	112	434	39	26	65	89	17	106	$59,800.53	$148,008.83	$36,000.00	$15,900.00	850
Dunn	Menomonie	3	2	5	62	15	77	10	5	15	8	....	8	9,259.68	18,248.21	6,000.00	3,000.00	180
Marinette	Marinette	2	2	4	15	42	57	2	4	6	1	4	5	6,720.00	13.866.41	6,000.00	2,000.00	160
Milwaukee	Wauwatosa	6	1	7	137	6	143	4	1	5	36	2	38	15,621.35	57,771.60	6,000.00	3,300.00	....
Racine	Rochester	4	2	6	50	22	72	13	8	21	19	5	24	11,810.00	19,658.49	6,000.00	2,000.00	170
Wood	Grand Rapids	1	3	4	17	8	25	3	1	4	3	....	3	6,057.50	11,594.32	6,000.00	2,600.00	160
LaCrosse	La Crosse	4	2	6	41	19	60	7	7	14	22	6	28	10,332.00	26,869.80	6,000.00	3,000.00	180

County Schools of Agriculture and Domestic Economy, 1921-22.

Totals	....	22	13	35	421	128	549	51	23	74	95	12	107	$66,547.62	$113,508.99	$36,000.00	$16,526.65	....
Dunn	Menomonie	3	3	6	79	20	99	12	4	16	24	....	24	$10,450.00	$17,071.39	$6,000.00	$3,100.00	180
La Crosse	Onalaska	3	3	6	63	30	93	4	7	11	12	7	19	11,385.66	24,045.84	6,000.00	3,400.00	180
*Marinette	Marinette	2	2	4	*17	43	60	3	4	7	....	2	2	6,911.13	11,335.43	6,000.00	2,016.63	160
Milwaukee	Wauwatosa	7	1	8	198	2	200	8	....	8	34	....	34	18,553.33	27,648.80	6,000.00	3,310.02	179
Racine	Rochester	4	2	6	55	21	76	18	8	26	23	3	26	12,600.00	20,981.08	6,000.00	2,000.00	170
Wood	Wis. Rapids	3	2	5	9	12	21	6	....	6	2	....	2	6,647.50	12,426.45	6,000.00	2.700.00	160

*Includes Training School.
Cost on basis of Enrollment, $153.31.
Cost on basis of Attendance, $182.32.

TABLE FOR CHAPTER XIII—*Resume of Enrollment in Special Courses for 1920-21 to 1921-22*

	Agriculture		Home Economics		Manual Arts		Commercial	
	1921	1922	1921	1922	1921	1922	1921	1922
12th grade	362	403	551	604	354	567	4,565	5,458
11th grade	456	628	843	819	650	1,023	6,640	8,388
10th grade	870	928	3,711	3,870	2,549	3,170	6,432	7,653
9th grade	988	1,213	6,074	6,177	4,094	5,137	5,253	6,739
Unclassified	7	24	106	174	13	33	438	404
Total in High School	2,683	3,199	11,285	11,644	7,660	9,830	23,328	28,542
8th grade	657	626	4,179	4,556	3,172	41	20	105
7th grade	544	568	4,039	4,284	3,136	43	15	114
Total in grades	1,201	1,194	8,218	8,840	6,308	84	35	219
Grand Total	3,884	4,393	19,503	20,484	13,968	9,914	23,363	28,761

TABLE FOR CHAPTER XIII—*Salaries of Special Teachers (Exclusive of Milwaukee)*

Dollars	Agriculture		Home Economics		Manual Arts		Commercial	
	1921	1922	1921	1922	1921	1922	1921	1922
803	....	....	....	1	2	4	....	3
900	....	....	8	....	1	2	4	2
1,000	1	....	14	3	2	2	6	3
1,100	1	....	38	15	4	3	7	6
1,200	1	1	70	50	3	1	17	13
1,300	1	4	62	71	5	1	50	54
1,400	....	1	49	65	4	4	37	37
1,500	7	6	23	40	23	10	45	52
1,600	3	6	16	29	33	19	45	49
1,700	3	5	17	13	30	32	18	23
1,800	9	4	7	6	26	45	16	28
1,900	6	2	2	6	11	30	9	9
2,000	9	7	2	5	25	27	3	8
2,100	8	4	1	....	4	7	5	6
2,200	8	14	....	....	2	10	4	1
2,300	2	4	....	....	6	13	1	2
2,400	5	11	....	....	4	4	2	3
2,500	6	2	....	....	3	3	4	3
2,600	1	5	....	....	....	1	....	....
2,700	1	2	....	....	11	....	....	....
2,900	....	....	....	....	1	1	1	1
2,900	....	1	....	....	....	....	....	....
3,000	....	1	....	....	....	1	....	1
3,000	....	....	....	....	....	....	....	....
3,200	1	1	....	....	....	....	....	....
Total	73	81	309	313	200	220	272	304
Mean Salary	*$2,050	*$2,204	$1,344	$1,412	$1,777	$1,871	$1,535	$1,565

*A number of these men also act as principals; thus the higher means.

TABLE 28.—*Summary Financial Reports—Elementary and Secondary Schools*

	All state	Per Cent	County	City
1920–1921				
Total	$41,783,932.37	100	$21,972,868.03	$19,811,064.34
Control	$788,536.20	1.89	$253,453.42	$535,082.78
Instruction	22,483,516.37	53.81	11,284,898.57	11,198,617.80
Operation	3,795,586.48	9.08	1,797,954.10	1,997,632.38
Maintenance	1,503,541.31	3.60	734,731.82	768,809.49
Miscellaneous	786,003.66	1.89	536,476.79	249,526.87
Capital outlay	6,331,901.09	15.15	3,165,060.58	3,166,840.51
Debt service	5,668,262.33	13.57	3,773,707.82	1,894,554.51
Co. supt. salary	118,540.00	.28	118,540.00	....
Co. supt. expense	104,249.09	.25	104,249.09	....
Supt. Tch	143,915.61	.34	143,915.61	....
Supt Tch expense	59,880.23	.14	59,880.23	....
1921–1922				
Total	$45,773,450.88	100	$23,639,675.61	$22,133,775.27
Control	$810,999.18	1.77	$275,272.69	$535,726.49
Instruction	24,436,158.18	53.39	11,779,536.60	12,656,621.58
Operation	3,524,051.00	7.70	1,651,004.22	1,873,046.78
Maintenance	1,481,009.47	3.23	668,571.46	812,438.01
Miscellaneous	~~897,957.43~~	1.96	581,066.29	316,891.14
×Capital outlay	8,203,606.54	17.92	3,920,886.12	4,282,720.42
×Debt service	5,962,155.79	13.02	4,305,824.94	1,656,330.85
×Co. supt. salary	147,000.00	.32	147,000.00	....
×Co. supt. expense	104,929.80	.23	104,929.80	....
×Supt. Tch	147,089.58	.32	147,089.58	....
×Supt. Tch. expense	58,493.91	.13	58,493.91	....

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31150175.26

24436158180
21805122682
26330354980

TABLE 29.—*Expenditure Per ~~Pupil—~~(See Table 28)*

	All State		County		City	
	1920–21	1921–22	1920–21	1921–22	1920–21	1921–22
Total	$41,783,932	$45,773,451	$21,972,868	$23,639,676	$19,811,064	$22,133,775
Av. daily attend	399,382	423,010	225,306	237,379	174,076	185,631
On basis of average daily attendance	$104.62	$108.21	$97.52	$99.59	$113.81	$119.23
Enrollment	481,771	498,398	276,818	283,889	204,953	214,509
On basis of enrollment	$86.73	$91.84	$79.38	$83.27	$96.66	$103.18
			Per Pupil Cost*			
School Cost	$29,783,769	$31,607,689	$15,034,100	$15,412,965	$14,749,669	$16,194,724
On basis of average daily attendance	$73.51	$76.64	$64.83	$63.00	$84.73	$87.24
On basis enrollment	60.94	62.50	52.77	52.68	71.97	75.50
			Per Pupil Instruction Cost			
On basis average daily attendance	$56.30	$57.77	$50.09	$49.62	$64.33	$68.18
On basis enrollment	46.67	49.03	40.77	41.49	54.64	59.00

School Cost—See Preface page 174.

TABLE 30.—*Expenditures of Schools Supervised by Department of Public Instruction*

	1920–21	1921–22
Total	$42,263,234.00	$46,249,457.00
Elementary and High schools	41,783,932.00	45,773,451.00
County Training schools	331,293.00	362,497.00
County schools of Agriculture and Domestic Economy	148,009.00	113,509.00

TABLE 31.—*University of Wisconsin—Summary of Financial Report—Receipts and Disbursements, Including Revolving Funds*

Receipts	1920–21	1921–22
Total	$4,682,115.17	$5,680,219.92
Students	1,144,246.38	1,256,972.62
Interest	37,294.13	32,557.01
Federal Government	231,936.13	237,855.99
Gifts	37,561.03	203,407.03
Various sources	689,532.76	765,451.59
State of Wisconsin	2,541,544.74	3,183,975.68
Disbursements	**1920–21**	**1921–22**
Total	$5,200,975.83	$5,310,159.16
Instruction and administration	2,659,246.83	2,853,023.68
Wages	462,709.36	465,373.83
Maintenance	738,580.39	692,505.56
Supplies and materials	697,170.50	844,807.47
Permanent improvements	579,164.67	394,019.46
Refunds	64,104.08	60,429.16

TABLE 32.—*Expenditures for Public Education*

	1920–21	1921–22
Education under supervision of Department of Public Instruction	$42,263,234	$46,249,457
Department of Public Instruction	117,700	107,439
University of Wisconsin	5,200,976	5,310,159
State Normals	1,501,039	1,720,461
Stout Institute	218,940	268,941
Mining school	22,116	31,801
Vocational school	1,782,860	2,133,949
Board of Education	23,383	25,212
Board of Examiners	1,865	1,792
County Institute fund	5,400	5,400
State Teachers' Association	2,212	2,384
Pension Board (Administration expense)	6,436	19,640
Total	$51,146,161	$56,054,095

TABLE 33.—*Taxes* and*

Location	Assessed value of all property 1921	Ratio of assessed to true value	School tax	General property tax rate	School tax rate
Antigo	$ 8,620,121	103.05	$122,887.04	.0375	.0142
Appleton	26,068,389	87.91	308,299.84	.0330	.0118
Ashland	11,946,870	110.20	158,132.78	.0350	.0132
Augusta	1,171,990	88.22	35,059.40	.0529	.0299
Baraboo	6,583,535	90.61	62,725.06	.0227	.0095
Beaver Dam	8,969,320	86.28	74,342.96	.0215	.0082
Beloit	24,944,008	84.53	380,721.50	.0290	.0152
Berlin	4,985,570	96.22	43,716.99	.0241	.0087
Brodhead	2,133,614	99.98	23,313.04	.0278	.0109
Burlington	4,805,336	83.02	33,920.00	.0194	.0070
Chippewa Falls	8,611,413	84.12	115,621.00	.0300	.0134
Clintonville	4,686,803	81.91	50,783.58	.0275	.0108
Columbus	3,407,223	84.04	32,130.16	.0285	.0094
Cudahy	8,441,872	69.59	105,571.20	.0277	.0125
De Pere	4,874,089	94.43	56,846.32	.0324	.0116
Eau Claire	22,456,091	84.02	298,433.35	.0329	.0132
Edgerton	4,746,130	82.38	56,300.86	.0250	.0118
Elkhorn	2,934,536	93.19	31,889.92	.0300	.0108
Evansville	2,657,498	80.32	50,228.71	.0299	.0189
Fond du Lac	26,921,170	97.76	341,049.26	.0331	.0126
Ft. Atkinson	6,319,498	95.90	72,233.11	.0387	.0114
Green Bay	44.300,327	99.40	363,690.57	.0261	.0082
**Hayward	940,794	89.94	13,943.79	.0350	.0148
Horicon	2,910,835	100.85	39,082.77	.0243	.0134
Hudson	2,263,493	82.46	54,838.23	.0351	.0242
Janesville	29,699,596	93.87	230,063.34	.0259	.0077
Jefferson	4,275,330	99.36	31,892.32	.0266	.0074
Kaukauna	8,302,075	112.45	66,116.98	.0202	.0079
Kenosha	54,938,400	83.32	649,080.11	.0310	.0118
La Crosse	41,866,067	104.10	328,535.73	.0260	.0078
Ladysmith	3,664,298	91.60	58,932.04	.0405	.0160
Lake Geneva	4,828,462	101.42	40,042.65	.0230	.0082
Lake Mills	2,616,758	98.65	29,296.96	.0283	.0111
Madison	82,275,420	94.04	915,370.07	.0235	.0111
Manitowoc	24,123,586	99.36	208,475.41	.0252	.0086
Marinette	11,608,037	89.26	143,832.56	.0400	.0123
Marshfield	10,106,070	108.83	117,069.21	.0343	.0115
Mayville	4,746,212	86.52	33,118.39	.0219	.0069
Mellen	2,176,707	93.62	35,716.86	.0351	.0164
Menasha	8,681,565	91.08	79,162.36	.0300	.0091
Menomonie	6,290,228	91.96	79,110.80	.0279	.0125
Merrill	7,215,124	96.22	86,000.00	.0352	.0119
Milwaukee	681,198,160	92.48	6,033,048.17	.0292	.0088
Mineral Point	3,690,737	89.73	32,779.53	.0250	.0088
Monroe	7,938,940	104.47	94,931.78	.0240	.0119
Neenah	10,472,413	99.14	89,628.44	.0270	.0085
New London	4,137,578	90.82	11,272.12	.0325	.0027
Oconomowoc	4,696,072	96.18	49,811.88	.0277	.0106
Oconto	3,813,171	102.05	54,540.95	.0400	.0143
Onalaska	708,850	84.31	13,600.84	.0350	.0191
Oshkosh	44,290,125	96.80	36,044.43	.0270	.0081
Park Falls	3,303,181	92.86	57,336.91	.0370	.0173
Peshtigo	1,266,501	90.26	16,730.43	.0320	.0132
Phillips	1,481,379	104.48	27.535.00	.0430	.0185
Platteville	5,327,274	90.80	62,108.13	.0258	.0116
Plymouth	4,208,875	80.62	33,108.31	.0321	.0078
Portage	5.339,177	80.25	500,271.10	.0325	.0093
Prairie du Chien	3,398,613	96.36	35,889.36	.0286	.0105
Racine	80,383,079	81.16	758,961.57	.0254	.0094
Reedsburg	4,816,347	105.26	65,894.02	.0249	.0136

School Costs, 1921–22

School cost Item 45a City Report 1921-22	Pupil cost according to enrollment	Pupil cost according to average daily attendance	Instruction cost Item 23 Report	Pupil cost according to enrollment	Pupil cost according to average daily attendance	Per cent instruction to cost
$124,391.68	$63.30	$78.23	$ 92,416.81	$47.03	$58.12	74.3
279,402.64	78.43	92.05	210,752.59	59.18	66.47	75.4
154,483.32	71.88	86.20	119,998.15	55.84	66.96	77.7
34,817.56	80.78	89.74	24,738.38	57.40	63.76	71.0
81,531.66	70.59	80.72	61,575.88	53.31	60.97	75.5
81,283.80	57.53	68.77	58,411.88	41.34	49.42	71.8
324,997.81	64.78	78.90	237,304.26	47.30	57.61	73.0
50,009.50	58.22	65.89	39,516.43	46.00	52.06	79.0
27,205.37	68.35	80.02	21,234.32	53.35	62.45	78.0
55,248.49	73.96	83.96	42,651.97	57.10	64.82	77.2
118,210.41	76.22	84.02	90,951.75	58.64	64.64	76.9
39,693.10	61.25	77.07	29,941.98	46.21	58 14	75.4
36,779.97	68.49	78.93	27,105.84	50.48	58.17	73.7
84,310.81	65.40	82.01	58,344.41	45.26	56.75	69.1
31,396.30	97.81	115.42	23,334.74	72.69	85.90	75.9
298,455.71	74.73	89.63	227,782.94	57.03	68.40	76.3
66,349.20	82.32	92.41	53,563.39	66.45	74.60	80.7
35,705.27	68.66	78.99	26,524.48	51.01	58.68	74.3
42,062.03	67.41	78.04	29,972.56	48.03	55.61	71.2
319,270.54	69.27	78.37	259,903.94	56.39	63.79	81.4
82,308.07	76.64	85.56	59,819.24	55.70	62.18	72.7
353,693.07	69.35	79.50	273,726.81	53.67	61.52	77.4
11,764.02	37.95	43.41	8,189.25	26.41	30.22	30.2
27,554.15	50.28	56.93	17,434.82	31.81	36.02	73.3
46,751.37	64.57	75.65	34,739.77	47.98	56.21	74.3
220,945.33	70.57	90.22	156,085.31	49.85	63.73	70.6
39,706.83	122.55	143.86	28,238.56	87.15	102.31	71.1
70,150.37	86.07	99.08	50,090.15	61.46	70.75	71.4
584,407.57	77.50	88.01	465,992.34	60.20	70.18	79.7
365,695.70	67.93	78.83	284,689.84	52.89	61.37	77.8
56,234.41	55.02	65.85	40,344.76	39.48	47.24	71.7
71,163.88	77.52	96.69	48,471.06	52.80	65.86	68.1
39,102.87	67.07	77.58	30,255.12	51.89	60.30	77.4
583,596.65	85.15	95.75	445,297.52	64.97	73.06	76.3
210,596.48	69.23	79.77	166,376.49	54.69	63.02	79.0
164,336.83	59.35	67.52	125,057.35	45.16	47.37	76.0
108,470.06	87.12	101.28	78,206.25	62.82	73.02	72.1
39,557.89	70.26	82.58	29,992.59	53.27	62.61	75.8
40,219.66	59.06	74.48	32,992.94	48.34	60.97	81.9
73,048.35	72.90	88.01	41,446.04	41.36	49.93	56.7
83,234.55	64.17	73.72	55,042.22	42.44	48.75	66.1
95,122.68	58.79	71.47	74,524.93	46.06	55.99	78.3
5,541,772.46	81.99	98.72	4,554,588.36	67.38	81.13	82.2
40,513.83	74.34	86.57	31,243.50	57.33	66.76	77.1
81,405.76	63.90	74.82	65,305.67	51.26	60.02	80.2
95,323.50	68.78	80.92	66,039.80	47.65	56.06	69.3
53,460.88	69.61	76.92	40,894.79	53.19	58.84	76.5
66,105.95	84.00	97.93	48,272.71	61.34	71.51	73.0
67,472.42	66.87	77.82	46,748.71	46.33	53.92	69.3
16,238.12	69.39	77.32	11,440.61	48.89	54.48	70.0
414,066.02	59.74	92.12	331,833.96	46.27	73.82	80.1
45,596.16	48.25	60.71	32,158.22	34.02	42.82	70.5
23,601.79	62.77	69.83	17,924.54	47.67	53.03	77.1
32,414.25	50.81	60.14	27,116.64	42.50	50.31	83.6
58,667.73	61.77	69.94	38,397.03	40.42	45.76	65.4
48,864.86	73.26	82.68	38,687.33	58.00	65.46	79.2
[illegible],970.95	60.75	69.99	5,690.89	48.14	55.46	79.2
35,632.16	62.62	73.93	28,303.06	49.75	58.73	79.4
707,308.35	74.56	88.08	567,923.29	59.87	70.72	80.3
55,338.35	76.43	95.58	36,123.16	49.89	62.39	65.3

TABLE 33.—*Taxes* and School*

Location	Assessed value of all property 1921	Ratio of assessed to true value	School tax	General property tax rate	School tax rate
Rhinelander	7,909,727	83.86	91,130.48	.0341	.0115
Rice Lake	4,260,583	76.48	67,179.98	.0371	.0157
Richland Center	5,213,756	90.55	59,247.74	.0318	.0113
Ripon	5,431,767	89.42	58,956.79	.0288	.0108
River Falls	2,547,540	79.68	34,293.25	.0241	.0134
Shawano	3,390,340	82.06	57,670.69	.0350	.0170
Sheboygan	34,446,739	87.96	279,058.47	.0293	.0081
South Milwaukee	7,534,915	81.49	84,191.26	.0250	.0111
Stanley	1,781,416	78.35	31,100.00	.0350	.0174
Stevens Point	9,425,867	99.00	120,000.00	.0300	.0128
Stoughton	6,070,022	82.86	95,094.47	.0327	.0156
Sturgeon Bay	3,709,086	88.94	49,422.43	.0382	.0133
Superior	43,783,875	72.91	526,919.26	.0269	.0120
Tomahawk	2,861,915	103.16	43,127.00	.0350	.0150
Two Rivers	9,256,610	109.62	225,827.03	.0336	.0243
Viroqua	3,534,439	96.24	46,033.49	.0473	.0130
Washburn	2,353,703	89.37	47.643.23	.0414	.0020
Watertown	12,787,085	94.83	80,377.32	.0223	.0062
Waukesha	12,982,770	90.16	129,682.28	.0332	.0106
Waupaca	2,803,483	88.76	34,417.50	.0330	.0122
Waupun	3,771,468	93.13	233,996.11	.0323	.0062
Wausau	18,679,615	77.74	239,665.68	.0400	.0128
Wauwatusa	9,578,000	86.28	121,357.18	.0300	.0126
West Allis	29,781,637	78.58	261,754.54	.0346	.0087
Whitewater	4,040,260	90.93	35,507.05	.0281	.0087
Wisconsin Rapids	9,611,715	94.90	106,747.43	.0350	.0111

* Tax figures obtained from Wisconsin Tax Commission.
** Elementary Only—Hayward.

Costs, 1921–22—Continued.

School cost Item 45a City Report 1921-22	Pupil cost according to enrollment	Pupil cost according ro average daily attendance	Instruction cost Item 23 Report	Pupil cost according to enrollment	Pupil cost according to average daily attendance	Per cent instruction to cost
100,748.63	55.51	61.96	77,010.17	42.43	47.36	76.4
72,443.18	68.86	92.17	55,195.91	52.47	70.22	76.2
64,131.23	59.94	76.44	50,083.21	46.81	59.69	78.1
62,337.30	66.74	74.65	46,489.52	49.77	55.68	74.5
39,257.96	99.64	116.84	25,846.66	65.60	76.92	65.8
56,822.49	72.85	83.56	43,118.53	55.28	63.41	75.9
334,121.84	62.71	76.41	277,108.73	52.01	63.36	82.9
89,165.20	64.57	71.62	60,253.00	43.63	48.40	67.6
39,625.76	55.73	62.90	28,854.26	40.58	45.80	72.8
120,237.70	61.28	69.54	88,896.35	45.31	51.41	73.9
95,493.84	70.68	78.92	70,475.26	52.16	58.24	73.8
56,450.68	45.37	63.86	42,883.69	34.47	48.81	75.9
524,966.80	67.31	78.22	422,753.83	54.21	62.99	80.5
42,803.90	58.88	67.30	30,651.91	42.16	48.19	71.6
81,719.75	81.56	97.17	00,948.37	60.83	72.47	74.6
56,405.33	66.67	78.45	42,448.15	50.17	59.04	75.2
68,422.93	77.31	86.61	55,259.91	62.44	69.95	80.8
80,076.58	64.11	74.84	61,703.58	49.40	57.67	77.0
163,437.51	68.56	81.27	125,054.30	52.45	62.18	76.5
42,672.87	48.66	58.06	32,956.65	37.58	44.84	77.2
63,049.44	74.09	85.78	45,841.74	38.73	59.92	72.7
231,449.14	56.60	65.99	173,838.92	42.50	49.55	75.1
114,626.82	78.35	95.52	82,778.20	56.58	68.98	72.2
313,733.07	89.48	112.01	221,590.07	63.20	79.11	70.6
39,244.37	80.58	92.56	29,324.74	60.21	64.44	74.7
117,051.00	69.14	82.02	76,754.23	45.34	53.79	65.6

TABLE 34.—*School Costs—Counties—1921–22*

	School Cost	Per Pupil Cost According to Enrolment	Per Pupil Cost According to Average Daily Attendance	Gross Enrolment	Avera ge Daily Attendance	Instruction Cost	Per Pupil Cost According to Enrolment	Per Pupil Cost According to Average Daily Attendance	Per cent Instruction of School Cost
Adams	$122,774	$57.72	$80.19	2,127	1,531	$ 75,100	$35.31	$49.05	61
Ashland	126,387	62.69	75.68	2,016	1,670	78,093	38.74	46.76	62
Barron	324,689	41.85	55.76	7,758	5,823	226,102	29.14	38.93	69
Bayfield	244,848	62.70	73.53	3,905	3,330	147,582	37.79	44.31	60
Brown	238,323	47.94	62.27	4,971	3.827	167,645	33.72	43.80	70
Buffalo	187,881	54.57	67.32	3,443	2,791	134,317	39.01	48.12	71
Burnett	157,534	60.87	79.44	2,588	1,983	103,472	39.98	52.18	66
Calumet	165,637	68.05	86.36	2,434	1,918	118,961	48.87	62.02	72
Chippewa	256,504	47.40	65.47	5,411	3,918	179,411	33.16	45.79	70
Clark	430,406	50.41	61.52	8,538	6,996	308,920	36.18	44.15	71
Columbia	310,137	56.97	70.24	5,444	4,415	237,698	43.66	53.83	77
Crawford	149,993	46.59	63.94	3,218	2,345	115,076	35.76	44.81	77
Dane, 1st Dist	263,453	58.14	72.60	4,531	3,629	192,626	42.51	53.08	73
Dane, 2d Dist	299,303	67.18	81.40	4,455	3,677	220,075	49.40	59.85	73
Dodge	255,847	53.74	73.10	4,761	3,500	190,483	40.01	54.42	74
Door	128,411	40.42	45.53	3,177	2,820	88,877	27.97	31.52	69
Douglas	198,694	68.16	83.10	2,915	2,391	101,975	34.98	42.65	51
Dunn	225,868	45.50	61.32	4,964	3,683	157,275	31.68	42.70	70
Eau Claire	130,982	45.15	58.32	2,901	2,246	93,553	32.25	41.65	71
Florence	86,811	88.40	107.30	982	809	43,592	44.38	53.87	50
Fond du Lac	242,910	50.24	66.26	4,835	3,666	189,113	39.11	51.59	79
Forest	178,776	60.11	79.88	2,974	2,238	120,092	40.38	53.66	67
Grant	466,373	62.91	78.62	7,413	5,932	356,943	48.15	60.17	77
Green	197,931	54.75	72 90	3,615	2,715	157,565	43.59	58.03	80
Green Lake	127,213	60.58	75,90	2,100	1,676	95,698	45.57	57.10	75
Iowa	244,077	59.57	74.30	4,097	3,285	190,724	46.55	58.06	78
Iron	164,359	59.68	69.91	2,754	2,351	107,429	39.00	46.59	65
Jackson	214,156	50.05	63.89	4,279	3,352	147,468	34.46	43.99	69
Jefferson	176,213	55.27	70.46	3,188	2,501	134,864	41.99	53.52	76
Juneau	240,046	52.17	65.71	4,601	3,653	174,445	37.91	47.75	73
Kenosha	118,953	58.28	77.59	2,041	1,533	83,975	41.14	54.78	70
Kewaunee	181,384	52.39	63.73	3,462	2,846	130,920	37,82	46.00	72
La Crosse	138,544	54.63	67.38	2,536	2,056	96,344	37.99	46.86	69
Lafayette	271,932	62.80	79.81	4,330	3,407	211,354	48.81	62.08	78
Langlade	168,911	51.08	68.13	3,307	2,479	103,972	31.44	41.94	61

Lincoln	128,512	50.10	60.68	2,565	2.118	84,306	32.88	39.80	66
Manitowoc	238,922	54.86	91.88	4,354	3,324	175,386	40.28	52.76	73
Marathon	378,713	37.38	46.22	10,131	8,194	280,875	27.72	34.28	74
Marinette	332,191	59.96	76.51	5,540	4,342	210,389	37.98	48.45	63
Marquette	123,882	54.21	69.60	2,284	1,779	93,112	40.77	52.34	75
Milwaukee	450,134	55.71	70.81	8,080	6,357	289,523	35.83	45.54	64
Monroe	312,266	49.57	56.13	6,299	5,563	237,666	37.78	42.72	76
Oconto	257,897	43.98	56.62	5,864	4,555	174,001	29.67	38.20	67
Oneida	156,123	84.57	113.71	1,846	1,373	87,021	47.14	63.38	56
Outagamie	228,571	45.31	58.99	5,044	3,875	168,817	33.47	43.56	74
Ozaukee	151,762	59.47	73.78	2,552	2,057	111.178	43.56	54.04	73
Pepin	88,131	57.12	70.67	1,543	1,247	67,082	43.47	53.79	76
Pierce	198,286	49.50	66.23	4,006	2,994	149,440	37.30	49.91	75
Polk	396,614	56.47	67.98	7,023	5,834	269,855	38.42	46.25	68
Portage	183,583	37.89	55.05	4,845	3,385	135,547	27.98	40.64	74
Price	172,782	48.37	59.41	3,572	2,908	109,924	30.77	37.80	67
Racine	175,506	55.57	61.00	3,158	2,877	125,950	39.88	43.78	72
Richland	190,416	43.89	61.80	4,338	3,081	114.108	33.22	46.77	76
Rock	279,531	62.02	83,04	4,507	3,366	204,409	45.35	60.73	73
Rusk	203,928	53.13	70.56	3,838	2,890	128,392	33.45	44.43	63
St. Croix	291,473	57.02	71.25	5,112	4,091	204,833	40.07	50.07	70
Sauk	264,883	56.60	70.37	4,680	3,764	206,963	44.22	54.98	78
Sawyer	132,661	68.38	91.81	1,940	1,445	75,857	39.10	52.50	57
Shawano	262,348	40.19	53.29	6,527	4,927	193,359	29.62	39.24	74
Sheboygan	255,200	55.77	65.81	4,576	3,878	190,186	41.56	49.55	74
Taylor	240,893	48.18	58.65	5,000	4,107	156.473	31.29	38.10	65
Trempealeau	248,090	49.76	60.69	4,986	4,088	187,892	37.68	45.96	76
Vernon	264,314	42.51	56.31	6,218	4,694	209,425	33.68	44.61	79
Vilas	120,102	80.00	99.59	1,501	1,206	59,676	39.76	49.48	50
Walworth	317,496	76.33	86.39	4,451	3,675	229,261	51.51	62.88	72
Washburn	164,453	49.89	65.00	3,296	2,530	113,248	34.36	44.76	69
Washington	221,748	60.59	76.65	3,660	2,893	167,674	45.81	57.96	75
Waukesha	271,983	54.37	67,98	5,002	4,001	194,192	38.82	48.53	71
Waupaca	261,229	56.08	69.66	4,658	3,750	189,899	40.77	50.64	73
Waushara	190,002	46.25	50.46	4,108	3,765	145,916	35.52	38.75	77
Winnebago	157,563	54.56	66.96	2,888	2,353	116,850	40.46	49.66	74
Wood	221,087	53.21	68.53	4,155	3,226	157,222	37.84	48.73	71

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*Cost represents disbursements (Table 30) plus cost of superintendent's office and supervising teacher minus capital outlay (lines 89-90-91-92 Superintendent's report).
"Instruction Cost"—Text books and salaries of teachers.

TABLE 35.—*Counties, General Statistics*

1920-1921	School Census June 30, 1921	Net Enrollment								Schools					
		Rural	State Graded	Grades Below H. S.	High School	Total	Ratio to Census	Average Daily Atten.	Ratio to Enrol.	Rural	St. Gr 1st class	St. Gr. 2nd class	High School	No. closed children Atten. other districts	Total teachers
Totals	476,978	158,947	49,620	44,788	23,463	276,818	58	225,306	81.4	6,499	232	403	309	198	11,069
Adams	2,955	1,464	306	121	28	1,919	64.9	1,484	77.3	77	1	2	1	5	95
Ashland	3,813	998	757	....	81	1,836	48.1	1,567	85.4	44	4	3	2	1	78
Barron	11,048	4,187	896	1,323	549	6,955	62.9	5,443	78.3	128	13	16	5	5	221
Bayfield	5,492	1,479	1,344	505	271	3,599	65.5	2,916	81	69	8	6	5	1	143
Brown	10,638	2,018	1,783	481	244	4,526	42.5	3,542	78.3	58	5	19	3	4	145
Buffalo	5,244	2,143	206	626	404	3,379	64.4	2,703½	80	84	....	3	5	1	138
Burnett	3,714	1,250	869	151	161	2,431	65.5	1,830	75.3	62	3	8	2	5	106
Calumet	5,841	1,195	100	643	372	2,310	39.5	1,856	80.3	57	....	2	5	3	108
Chippewa	8,695	3,103	497	998	313	4,911	56.5	3,885	79.1	121	....	9	6	9	187
Clark	12,798	4,393	913	1,655	910	7,871	61.5	6,538	83	138	....	12	10	....	273
Columbia	6,931	2,667	342	1,407	700	5,116	73.8	4,064	79.4	129	3	2	8	3	231
Crawford	4,415	1,783	588	389	161	2,921	66.1	2,328	76.3	92	3	5	4	2	138
Dane, 1st Dist	7,356	2,622	787	341	425	4,175	56.7	3,740	89.6	108	5	8	6	3	182
Dane, 2d Dist	6,974	2,166	756	597	580	4,099	58.8	3,465	84.5	105	3	5	7	7	191
Dodge	9,767	3,399	425	455	230	4,509	46.2	3,329	73.8	167	2	5	4	12	213
Door	5,411	1,886	1,011	....	73	2,970	54.9	2,422	81.5	51	2	12	1	....	88
Douglas	4,084	1,375	914	101	20	2,410	59.0	2,181	90.5	67	6	8	1	1	112
Dunn	7,663	3,292	574	607	229	4,702	31.4	3,682	78.3	125	4	3	4	....	177
Eau Claire	4,703	2,082	51	422	106	2,661	56.6	2,228	83.7	80	....	1	3	4	104
Florence	1,310	355	168	259	82	864	66	715	82.8	17	....	3	1	....	38
Fond du Lac	8,773	3,092	302	854	303	4,551	51.9	3,569	78.4	150	1	3	5	3	197
Forest	3,513	669	457	1,277	261	2,664	75.8	2,099	78.8	26	1	5	4	1	102
Grant	10,338	3,770	706	1,381	1,242	6,599	63.8	5,859	88.8	190	6	3	14	9	345
Green	4,792	2,373	103	513	285	3,274	68.3	2,694	82.3	117	1	1	5	3	159
Green Lake	3,325	1,224	227	371	240	2,062	62	1,678	81.5	64	1	3	3	....	100
Iowa	5,479	2,040	295	894	590	3,819	69.7	3,179	83 2	122	3	2	9	....	208
Iron	3,425	265	258	1,643	297	2,463	72	2,202	89.4	19	2	1	2	....	90
Jackson	6,052	2,348	547	638	471	4,004	66.1	3,196	79.8	92	3	3	6	3	157
Jefferson	5,662	2,007	255	375	224	2,861	50.6	2,563	89.6	111	2	3	3	5	150
Juneau	6,393	2,135	179	1,364	611	4,289	67.1	3,487	81.3	100	1	2	6	7	185
Kenosha	3,563	1,179	491	....	66	1,736	48.7	1,474	84.9	51	....	9	1	3	74
Kewaunee	5,750	2,040	352	559	401	3,332	58.5	2,707	81.2	50	1	5	4	....	104
La Crosse	4,072	1,615	202	320	263	2,400	59	1,970	82.1	66	1	2	4	....	98
Lafayette	5,874	2,210	390	874	623	4,097	69.7	3,450	84.2	111	3	1	8	5	194
Langlade	4,941	1,947	888	193	23	3,051	61.7	2,481	81.3	69	3	8	1	1	107

Lincoln	3,854	1,825	454	....	43	2,322	60.2	1,857	80	76	3	3	1	....	97
Manitowoc	9,238	3,220	373	376	260	4,229	45.8	3,349	79	102	2	3	3	....	143
Marathon	18,650	7,493	852	728	331	9,404	50.4	7,376	78.4	207	4	5	6	1	295
Marinette	8,000	2,500	903	1,217	261	4,881	61	4,151	85	53	3	1	4	4	196
Marquette	3,439	1,187	333	444	296	2,260	65.7	1,751	77.5	104	4	7	5	3	98
Milwaukee	14,902	1,303	5,358	....	....	6,661	44.7	5,670	85.1	41	19	11	....	6	191
Monroe	9,125	2,966	409	1,640	938	5,953	65.2	4,893	82.2	132	1	6	7	1	242
Oconto	9,161	2,885	1,290	786	319	5,280	57.7	4,154	78.7	83	5	13	5	....	169
Oneida	2,865	931	618	....	72	1,621	56.6	1,222	75.3	52	4	4	1	....	80
Outagamie	10,467	3,312	584	358	351	4,605	44	3,740	81.2	118	3	4	6	5	165
Ozaukee	5,285	1,116	241	832	232	2,421	45.8	1,951	80.6	48	1	3	3	2	98
Pepin	2,429	905	81	273	229	1,488	61.3	1,229	82.6	40	1	....	3	1	65
Pierce	6,064	2,315	245	776	432	3,768	62.1	3,135	83.2	101	2	1	5	3	154
Polk	9,758	2,683	1,899	1,171	795	6,528	66.9	5,203	79.7	85	4	22	10	....	232
Portage	9,222	3,831	519	248	175	4,773	51.8	3,300	69.1	116	3	3	2	1	151
Price	5,655	1,904	1,100	192	60	3,256	57.6	2,737	84	77	6	9	2	4	127
Racine	5,106	1,400	1,146	....	176	2,722	53.3	2,427	89.2	61	6	5	2	2	105
Richland	5,531	2,671	447	381	290	3,769	68.1	2,864	76	113	2	4	5	2	159
Rock	6,670	2,849	643	227	347	4,066	61	3,373	82.9	147	4	3	3	8	195
Rusk	5,654	1,960	905	293	162	3,320	58.7	2,598	78.1	80	5	5	4	....	135
St. Croix	7,507	2,453	847	827	630	4,757	63.4	3,797	79.8	111	6	5	5	5	202
Sauk	7,477	2,695	727	525	264	4,211	56.3	3,537	84	142	3	6	5	5	207
Sawyer	2,688	938	681	104	19	1,742	64.8	1,356	78	46	3	6	1	3	75
Shawano	10,500	3,564	173	553	343	6,190	59	4,740	76.6	101	8	10	4	....	184
Sheboygan	8,994	1,912	1,216	1,251	610	4,989	55.5	4,316	86.5	81	3	18	8	1	206
Taylor	6,994	2,247	819	1,011	322	4,399	62.9	3,637	82.7	77	4	8	4	2	153
Trempealeau	8,058	2,710	277	1,096	686	4,769	59.2	3,890	81.6	100	2	1	8	3	190
Vernon	8,915	3,854	755	856	293	5,738	64.4	4,501	78.4	140	5	6	4	1	214
Vilas	1,917	720	494	....	86	1,300	67.9	950	73.1	34	2	2	1	....	53
Walworth	5,971	1,838	312	1,204	601	3,955	66.2	3,544	89.6	97	2	4	7	6	187
Washburn	4,213	1,336	328	999	309	2,972	70.5	2,336	78.6	64	2	2	4	3	120
Washington	7,554	1,474	427	1,010	504	3,415	45.2	2,789	81.7	74	....	8	4	9	147
Waukesha	7,933	2,320	1,289	612	263	4,484	56.5	3,696	82.4	93	6	12	4	1	178
Waupaca	7,919	2,932	1,010	512	187	4,641	58.6	3,813	82.1	118	8	3	4	3	186
Waushara	5,779	2,102	209	1,203	399	3,913	67.7	3,083	78.8	94	....	4	6	3	166
Winnebago	4,963	1,921	251	320	229	2,731	55	2,320	85	87	....	5	2	2	120
Wood	7,717	2,394	929	426	150	3,899	50.5	3,140	80.5	87	5	8	3	2	151

TABLE 36.—*Counties,*

1920-21			Expenditures		
	Rural	State Graded	High Schools and grades	Union High Schools	Total
Totals	$9,531,002.52	$4,603,723.25	$6,607,937.74	$803,619.59	$21,546,283.10
Adams	$ 70,159.52	$ 16,734.36	$ 16,422.25	....	$103,316.13
Ashland	94,878.15	85,558.96	21,308.58	....	201,745.69
Barron	271,402.08	54,551.59	154,876.89	....	480,830.56
Bayfield	68,430.52	145,946.78	46,933.28	$ 32,023.79	293,334.37
Brown	155,290.23	181,579.46	144,420.81	....	481,290.50
Buffalo	90,958.42	10,647.11	89,460.28	6,395.38	197,461.19
Burnett	83,042.36	70,295.37	31,178.70	16,743.15	201,259.58
Calumet	76,728.30	9,288.28	128,783.86	....	214,800.44
Chippewa	193,230.97	42,768.04	270,858.10	....	506,857.11
Clark	246,798.12	70,068.32	233,582.03	13,995.19	564,443.66
Columbia	149,345.46	28,002.05	204,216.05	....	381,563.56
Crawford	100,206.04	33,773.78	51,750.96	6,564.88	192,295.66
Dane, First Dist	220,668.85	69,659.88	80,270.16	25,599.68	396,198.57
Dane, Second Dist	146,830.41	70,609.84	121,543.94	54,096.85	393,081.04
Dodge	223,324.44	38,419.13	77,261.37	....	339,004.94
Door	72,433.31	70,617.33	....	18,587.05	161,637.69
Douglas	174,287.82	88,056.62	....	....	262,344.44
Dunn	158,875.07	31,741.68	105,594.40	....	296,211.15
Eau Claire	104,403.13	3,945.70	61,845.32	....	170,194.15
Florence	53,700.56	13,552.47	....	14,485.38	81,738.41
Fond du Lac	207,268.99	20,904.00	115,052.52	8,248.48	351,473.99
Forest	57,658.41	48,915.91	165,520.04	....	272,094.36
Grant	234,161.78	53,981.67	216,461.63	52,052.84	556,657.92
Green	177,611.15	5,907.36	64,360.76	5,350.48	253,229.75
Green Lake	66,984.04	12,688.49	76,596.14	....	156,268.67
Iowa	139,895.84	26,571.39	167,713.93	8,066.35	342,247.51
Iron	16,664.74	48,318.10	153,458.31	5,910.33	224,351.48
Jackson	117,247.23	31,872.93	86,784.50	31,522.56	267,427.22
Jefferson	108,800.88	41,282.73	69,482.92	....	219,566.53
Juneau	100,994.11	13,194.24	181,164.30	....	295,352.65
Kenosha	79,006.29	35,131.48	....	11,899.01	126,036.78
Kewaunee	74,807.27	25,663.35	64,724.98	33,676.32	198,871.92
La Crosse	83,509.69	16,255.53	46,028.49	45,701.45	191,495.16
Lafayette	150,033.48	27,798.73	187,357.24	12,378.02	377,569.47
Langlade	105,867.18	107,784.56	8,788.65	....	222,440.39
Lincoln	119,901.58	43,563.09	....	9,434.20	172,988.87
Manitowoc	219,521.00	28,554.73	77,317.38	....	325,393.11
Marathon	334,249.46	67,095.37	117,962.68	4,823.10	524,130.61
Marinette	147,638.20	63,673.47	111,902.88	....	323,214.55
Marquette	57,270.99	23,262.83	68,086.82	6,446.02	155,066.66
Milwaukee	72,822.35	563,620.29	....	....	636,442.64
Monroe	127,970.17	25,956.422	253,761.80	5,595.07	413,283.46
Oconto	159,140.07	89,798.41	105,875.52	7,237.70	362,051.70
Oneida	59,123.95	90,288.67	....	7,319.64	156,732.26
Outagamie	217,879.75	53,024.19	67,860.60	12,375.91	351,140.45
Ozaukee	68,302.01	18,275.39	96,035.71	....	182,613.11
Pepin	42,529.92	25,459.84	45,358.72	38,979.66	152,328.14
Pierce	128,525.75	17,767.00	105,403.09	....	251,695.84
Polk	166,648.22	137,892.64	214,247.61	32,554.53	551,343.00
Portage	162,229.53	40,454.23	34,137.33	....	236,821.09
Price	123,966.58	113,194.49	25,416.57	....	262,577.64
Racine	90,774.31	120,331.96	....	25,815.90	236,922.17
Richland	145,920.45	44,423.13	44,983.90	35,092.40	270,419.88
Rock	204,390.99	44,380.01	21,251.85	62,104.92	332,127.77
Rusk	140,761.01	74,311.49	30,812.39	11,974.03	257,858.92
St. Croix	136,425.70	115,289.92	133,272.80	52,152.26	437,140.68
Sauk	183,584.45	67,524.12	106,129.43	....	357,238.00
Sawyer	90,048.26	117,572.54	24,914.22	....	232,535.02
Shawano	182,870.06	152,642.26	79,438.84	8,109.37	423,060.53
Sheboygan	115,884.09	127,768.87	211,463.97	....	455,116.93

Financial Report

		Receipts		
Rural	State Graded	High Schools and Grades	Union High Schools	Total
$11,531,520.81	$5,293,200.64	$7,328,590.91	$949,375.33	$25,102,687.69
$ 86,661.11	$ 25,382.99	$ 16,824.10	....	$128,868.20
112,457.89	91,404.35	21,739.34	....	225,601.08
337,496.01	60,113.60	161,928.86	....	559,538.47
88,213.85	159,154.66	69,775.33	$32,144.95	349,288.79
171,662.32	186,602.00	145,166.63	....	503,430.95
103,221.40	16,719.30	92,178.13	7,965.45	220,084.28
97,871.15	71,969.25	31,321.08	90,531.69	291,693.17
93,409.25	10,849.85	140,960.40	....	245,219.50
228,273.07	44,430.52	294,675.20	....	567,378.79
305,201.73	73,414.68	249,886.88	14,471.46	642,974.75
168,801.16	30,210.02	226,512.44	....	425,523.62
119,269.65	47,548.39	76,618.03	7,189.60	250,625.67
247,089.68	75,809.82	83,204.61	25,599.77	431,703.88
175,385.83	79,103.83	135,916.13	57,960.13	448,366.07
259,789.34	39,619.72	85,503.01	....	384,912.07
86,908.02	73,037.23	....	18,587.05	178,532.30
229,129.24	99,272.88	....	....	328,402.12
196,607.91	34,909.65	128,769.69	....	360,287.25
123,911.81	3,964.16	75,342.64	....	203,218.61
86,058.70	18,897.52	....	19,540.14	124,496.36
243,273.42	23,446.15	122,788.38	8,474.20	397,982.15
69,786.44	51,807.84	198,202.91	....	319,797.19
269,076.69	57,968.78	233,181.71	53,848.37	614,075.55
219,451.05	7,956.67	77,305.54	5,546.12	310,259.38
82,893.72	15,781.10	80,038.19	....	178,713.01
156,287.12	28,560.28	169,559.14	8,859.23	303,265.77
24,167.75	57,848.20	176,353.41	7,512.35	265,881.71
143,083.75	34,569.66	113,747.40	32,505.65	323,906.46
123,629.08	43,227.68	82,081.85	....	248,938.61
123,259.11	15,463.60	200,711.75	....	339,434.46
97,011.14	40,827.06	....	11,899.01	149,737.21
105,449.59	27,249.91	65,403.82	51,905.51	250,058.83
104,806.74	30,214.53	49,260.23	45,948.09	230,229.59
171,897.58	32,617.16	221,959.27	13,179.04	439,653.05
156,871.42	126,278.32	15,256.47	....	298,406.21
148,078.27	49,067.47	....	9,953.00	207,093.74
261,522.40	30,757.67	78,510.34	....	370,790.41
403,455.25	71,241.54	118,799.77	5,923.20	599,419.76
172,021.46	81,746.43	141,105.26	....	394,873.15
63,998.43	23,669.11	69,906.87	6,798.97	164,373.38
96,954.48	722,413.75	....	....	819,368.23
155,050.85	28,532.27	274,601.68	6,219.48	464,404.28
194,926.16	94,113.99	141,485.14	7,237.70	437,762.99
91,327.30	155,775.77	....	8,105.84	255,208.91
255,296.39	59,975.75	74,155.69	12,375.91	401,803.72
79,065.24	21,327.15	100,243.48	....	200,635.87
48,585.32	25,459.84	105,113.22	41,208.29	220,366.67
158,361.96	22,061.43	105,403.09	....	285,826.48
194,131.74	146,943.67	216,693.77	34,197.97	591,967.15
189,409.30	43,175.84	34,828.25	....	267,413.39
165,536.74	141,424.07	25,610.93	....	332,571.74
125,338.21	158,716.57	....	34,317.85	318,372.63
174,517.71	52,695.81	45,797.19	41,627.88	314,638.59
261,992.68	55,155.21	23,493.36	62,109.69	402,750.94
175,967.20	87,979.65	30,912.97	12,373.19	307,233.01
162,398.09	122,808.45	137,600.49	52,701.72	475,508.75
217,626.37	81,381.92	110,268.96	....	409,277.25
101,874.33	129,549.76	27,014.77	....	258,438.86
221,004.97	163,138.98	80,824.75	8,109.37	473,078.07
135,055.35	143,734.49	217,228.49	....	496,018.33

TABLE 36.—*Counties, Financia*

1920-21	Expenditures				
	Rural	State Graded	High Schools and grades	Union High Schools	Total
Taylor	128,443.92	67,449.74	95,549.54		291,443.20
Trempealeau	125,515.37	18,352.44	176,515.00		320,382.80
Vernon	143,845.65	54,358.33	94,137.26		292,341.24
Vilas	60,570.92	52,070.97		33,629.00	146,270.89
Walworth	136,662.35	31,479.91	179,038.10		347,180.36
Washburn	114,270.40	24,777.36	104,684.24		243,732.00
Washington	97.310.06	25,895.10	143,369.18		266,574.34
Waukesha	143,750.21	100,001.17	87,228.10		330,979.48
Waupaca	238,451.72	112,926.22	44,197.66	34,216.14	429,791.74
Waushara	105,990.49	11,998.98	150,898.47		268,887.94
Winnebago	118,975.48	18,671.43	62,050.83		199,697.74
Wood	143,332.26	167,444.02	50,833.86	12,462.55	374,072.69

l *Report*—Continued.

		Receipts		
Rural	State Graded	High Schools and Grades	Union High Schools	Total
162,074.26	74,330.69	103,866.62	....	340,271.57
152,242.04	19,718.61	186,333.69	....	358,294.34
171,039.88	57,492.50	98,938.79	....	327,471.17
76,303.63	61,583.42	....	39,911.32	177,798.37
172,071.99	39,147.17	195,190.90	....	406,410.06
141,842.77	27,622.89	105,938.56	....	275,404.22
116,115.14	30,937.18	160,472.96	....	307,525.28
175,304.63	112,753.43	96,208.28	....	384,266.34
259,323.85	115,765.46	69,720.89	38,981.08	483,791.28
120,581.11	13,086.43	186,363.46	....	320,031.00
144,931.46	19,869.72	64,685.13	....	422,256.32
177,785.63	171,815.19	59,100.44	13,555.06	229,486.31

TABLE 37.—*Counties—General Statistics*

1921-1922	School Census June 30,1922	Net Enrollment							Schools						
		Rural	State Graded	Grades below H. S.	High School	Total	Ratio to Census	Average daily Atten.	Rato to Enrol.	Rural	St. Gr. 1st class	St. Gr. 2nd class	High School	No. closed children Atten. other districts	Total teachers
Totals	483,353	160,290	52,700	44,434	26,465	283,889	58.7	235,574	82.7	6,495	231	412	296	207	11,221
Adams	3,187	1,450	316	115	107	1,988	62.4	1,531	77	77	1	2	1	5	96
Ashland	3,786	1,008	815	....	111	1,934	51.1	1,670	86.4	41	5	3	2	1	79
Barron	11,175	4,242	998	1,357	642	7,239	64.8	5,823	80.5	128	13	18	5	3	229
Bayfield	5,720	1,597	1,310	543	364	3,814	66.7	3,259	85.4	75	8	6	6	4	152
Brown	10,985	2,143	1,643	652	364	4,802	43.7	3,827	79.7	60	6	17	4	3	151
Buffalo	5,291	1,955	267	599	489	3,310	62.5	2,791	84.3	81	....	3	6	....	137
Burnett	3,814	1,249	847	154	207	2,457	64.4	1,983	80.7	63	3	7	2	6	110
Calumet	5,877	1,064	95	727	438	2,324	39.5	1,918½	82.5	50	....	2	5	9	103
Chippewa	8,899	3,195	550	1,007	359	5,111	57.4	3,918	76.7	121	1	8	6	9	188
Clark	12,837	4,525	878	1,634	1,079	8,116	63.2	6,996	86.2	139	....	12	10	....	285
Columbia	6,885	2,630	334	1,422	772	5,158	74.9	4,414	85.3	126	3	2	8	6	232
Crawford	4,559	1,763	594	376	210	2,943	64.5	2,345	79.7	91	3	5	4	2	138
Dane, 1st Dist	7,321	2,666	758	357	456	4,237	57.9	3,629	85.7	108	5	7	6	4	180
Dane, 2nd Dist	7,133	2,144	857	561	623	4,185	58.7	3,677	87.9	105	5	4	7	5	193
Dodge	9,708	3,392	442	468	247	4,549	46.8	3,500	77	168	3	4	4	11	216
Door	5,489	1,904	1,111	....	75	3,090	56.3	2,820	91.2	50	3	11	1	1	88
Douglas	4,217	1,286	1,393	62	20	2,761	65.5	2,391	86.6	64	10	7	1	2	115
Dunn	7,619	3,368	530	559	215	4,672	61.3	3,683	78.8	124	4	2	4	4	175
Eau Claire	4,732	2,129	50	447	136	2,762	58.4	2,314	83.8	81	....	1	3	2	107
Florence	1,301	356	241	275	80	952	73.2	809	85	16	....	4	1	1	40
Fond du Lac	8,992	3,141	357	752	343	4,593	51.1	3,666	79.8	152	2	3	5	1	200
Forest	3,578	649	531	1,313	271	2,764	77.2	2,238	81	30	2	5	4	....	109
Grant	10,584	3,305	701	1,608	1,341	6,955	65.7	5,932	85.3	189	6	3	14	8	347
Green	4,823	2,372	119	519	268	3,278	68	2,715	82.8	117	1	1	5	3	157
Green Lake	3,273	1,186	225	356	252	2,019	61.7	1,676	83	65	1	3	3	....	101
Iowa	5,494	1,991	337	899	604	3,831	69.7	3,285	85.7	123	3	1	9	6	207
Iron	3,673	520	285	1,514	324	2,643	71.9	2,351	88.9	22	2	1	3	....	95
Jackson	5,963	2,491	480	623	486	4,080	68.2	3,352	82.1	92	3	3	6	3	156
Jefferson	5,551	2,079	235	441	278	3,033	54.6	2,501	82.4	112	2	3	3	4	152
Juneau	6,399	2,205	154	1,383	665	4,407	68.9	3,653	82.9	102	1	2	6	5	188

Kenosha	3,681	1,069	687	......	66	1,822	49.5	1,533	83.5	48	3	8	1	4	78
Kewaunee	5,832	2,029	358	546	447	3,380	58	2,846	84.2	50	1	5	4	......	106
La Crosse	4,229	1,616	210	320	276	2,422	57.2	2,056	84.9	65	1	2	4	1	98
Lafayette	5,822	2,206	336	921	579	4,042	69.4	3,407	84.3	111	3	1	8	6	194
Langlade	5,074	1,893	759	362	68	3,082	60.7	2,479	80.4	68	3	8	2	2	111
Lincoln	3,978	1,856	504	......	46	2,406	60.5	2,118	88	73	3	3	1	1	95
Manitowoc	9,692	3,084	506	282	362	4,234	43.7	3,323½	78.5	100	2	5	3	......	148
Marathon	18,989	7,494	1,117	750	382	9,743	51.3	8,194	84.1	205	5	5	6	4	294
Marinette	8,178	2,806	903	1,236	337	5,282	64.6	4,342	82.2	110	4	6	5	2	200
Marquette	3,400	1,174	307	412	326	2,219	64.8	1,779	80.2	53	3	1	4	4	100
Milwaukee	16,122	1,229	6,096	......	......	7,325	45.4	6,357	86.8	37	20	8	......	2	215
Monroe	9,289	2,859	468	1,633	981	5,941	64.	5,563	93.6	129	2	6	7	4	243
Oconto	9,229	2,971	1,381	899	415	5,666	61.4	4,555	80.4	83	5	14	5	......	172
Oneida	2,885	975	652	......	79	1,706	59.1	1,372	80.9	54	4	4	1	......	82
Outagamie	10,677	3,468	591	378	397	4,834	45.3	3,875	80.1	116	2	4	6	4	171
Ozaukee	5,286	1,123	242	823	255	2,443	46.2	2,057	84.2	49	1	3	3	1	100
Pepin	2,396	884	71	300	238	1,493	62.3	1,247	83.5	40	1	......	3	......	66
Pierce	6,056	2,267	272	757	495	3,791	62.6	2,994	79	101	2	2	5	1	158
Polk	9,830	2,620	2,331	865	891	6,707	68.2	5,834	87	84	5	24	10	......	239
Portage	8,867	3,780	459	271	190	4,700	53	3,335	71	117	3	2	2	1	152
Price	5,371	1,950	1,153	177	94	3,374	62.8	2,908	86.2	79	5	9	2	1	129
Racine	5,263	1,491	1,199	......	187	2,877	54.7	2,556	88.8	59	6	5	2	2	108
Richland	5,536	2,657	496	405	316	3,874	70	3,081	79.5	113	2	5	5	1	161
Rock	6,930	2,880	656	197	350	4,083	58.9	3,366	82.4	146	4	3	3	8	195
Rusk	5,833	2,301	815	296	189	3,601	61.7	2,890	80.2	84	5	3	5	1	134
St. Croix	7,586	2,568	795	846	680	4,889	64.4	4,091	83.7	113	6	4	5	4	204
Sauk	7,645	2,788	723	521	330	4,362	57	3,764	86.3	145	5	3	5	4	211
Sawyer	2,933	956	764	117	28	1,865	63.6	1,445	77.5	48	3	6	1	1	78
Shawano	10,561	3,604	1,787	521	370	6,282	59.5	4,927	78.4	102	8	10	4	......	187
Sheboygan	8,131	1,981	1,102	868	420	4,371	53.8	3,877	88.7	82	3	16	7	2	181
Taylor	7,286	2,421	948	1,045	370	4,784	65.7	4,107	85.8	75	4	8	5	1	157
Trempealeau	8,135	2,665	269	1,125	777	4,836	59.4	4,088	84.5	100	2	1	8	3	191
Vernon	8,896	3,896	834	732	363	5,825	65.5	4,694	80.6	141	5	6	4	......	219
Vilas	2,079	803	519	......	115	1,437	69.1	1,206	84	36	2	2	2	......	57
Walworth	6,170	1,858	314	1,277	648	4,097	66.4	3,675	89.7	98	2	4	7	2	196
Washburn	4,382	1,304	368	1,027	390	3,089	70.5	2,530	81.9	61	1	4	4	5	121
Washington	7,464	1,445	431	975	589	3,440	46.1	2,893	84.1	74	......	8	4	9	148
Waukesha	8,166	2,271	1,404	623	306	4,604	56.4	4,000	87	92	6	13	4	1	175
Waupaca	8,029	2,593	1,103	340	397	4,433	55.2	3,750	84.6	116	7	6	4	3	188
Waushara	5,695	2,062	225	1,179	476	3,942	69.2	3,765	95.5	90	......	4	6	6	160
Winnebago	5,105	2,019	188	312	227	2,746	53.8	2,353	85.7	87	......	3	2	4	117
Wood	7,752	2,369	904	373	187	3,833	49.4	3,226	84.2	89	6	6	3	2	156

TABLE 38.—*Counties,*

1921-22	Expenditures				
	Rural	State Graded	High Schools and Grades	Union High Schools	Total
Totals	$9,531,919.54	$5,405,572.68	$7,238,414.48	$1,006,255.62	$23,182,162.32
Adams	$ 75,651.40	$ 40,381.91	$ 25,744.45	....	$141,777.76
Ashland	56,741.88	109,158.40	....	$19,849.64	185,749.92
Barron	227,951.50	75,540.78	238,899.70	....	542,391.98
Bayfield	79,037.64	141,552.95	55,459.28	32,190.37	308,240.24
Brown	111.784.62	126,326.57	122,653.67	....	360,764.86
Buffalo	93,248.07	33,728.57	81,676.25	50,517.48	259,170.37
Burnett	95,511.31	79,750.35	39,090.21	89,232.52	303,584.39
Calumet	72,513.78	8,445.18	148,065.09	....	229,024.05
Chippewa	162,726.04	38,728.50	145,009.60	....	346,464.14
Clark	271,460.54	62,241.34	264,560.80	17,983.89	616,246.57
Columbia	156.052.19	26,165.93	194,907.71	....	377,125.83
Columbia	156.052.19	26,165.93	194,907.71	....	377,125.83
Crawford	100,987.22	32,124.65	64,005.31	10,737.22	207,854.40
Dane, First Dist	210,490.50	95,432.69	81,977.89	27,171.60	415,072.68
Dane. Second Dist	158,295.39	61,616.08	114,756.85	50,007.05	384,675.37
Dodge	201,087.88	34,171.33	72,693.01	....	307,952.22
Door	98,150.53	72,369.41	....	17,491.11	188,011.05
Douglas	109,723.29	158,445.07	....	....	268,168.36
Dunn	170,246.38	31,121.92	158,260.59	....	359,628.89
Eau Claire	103,535.84	3,345.65	91,194.39	....	198,075.88
Florence	44,205.10	48,944.80	....	18,075.54	111,225.44
Fond du Lac	197,649.35	24,365.94	87,779.41	6,508.64	316,303.34
Forest	55,388.37	45,874.41	130,182.48	....	231,445.26
Grant	241.538.29	63,542.97	242,087.45	68,965.78	615,864.49
Green	166,550.85	30,618.60	62,934.52	8,427.56	268,531.53
Green Lake	72,684.69	13,335.95	71,994.05	....	158,014.69
Iowa	139,159.81	25,410.67	162,737.80	7,026.58	334,334.86
Iron	16,339.47	32,813.28	229,211.49	8,235.67	286,599.91
Jackson	127,322.31	29,493.09	78,632.42	37,434.04	272,881.86
Jefferson	114,288.84	24,218.12	75,695.39	....	214,202.35
Juneau	105,604.05	10,394.00	185,447.75	....	301,475.80
Kenosha	73,954.83	52,072.49	....	13,723.62	139,750.94
Kewaunee	129,893.57	29,123.09	80,752.24	38,375.81	278,144.71
La Crosse	96,250.39	27,230.74	43,797.81	59,738.37	227,017.31
Lafayette	154,630.64	27,917.65	190,368.65	15,301.94	388,218.98
Langlade	127,826.64	74,722.00	27,827.75	....	230,376.39
Lincoln	151,519.57	38,322.32	....	7,672.40	197,514.29
Manitowoc	201,856.57	96,940.30	82,676.24	....	381,474.11
Marathon	307,099.44	85,573.54	296,499.85	6,241.12	695,413.95
Marinette	187,110.99	328,522.35	156,901.92	....	672,535.26
Marquette	52,922.64	24,111.94	85,374.88	6,153.85	168,563.31
Milwaukee	74,914.22	841,808.22	....	....	916,722.44
Monroe	126,508.87	48,039.93	286,948.56	5,520.62	467,017.98
Oconto	145,843.68	86,806.37	161,961.10	6,928.13	401,539.28
Oneida	86,579.28	96,285.11	....	7,479.61	200,344.00
Outagamie	195,839.27	39,397.21	81,109.25	12,904.21	329,249.94
Ozaukee	72,490.41	25,508.09	108,864.07	....	206,862.57
Pepin	40,918.15	11,600.19	64,858.73	12,112.70	129,489.77
Pierce	114,725.07	17,816.98	102,330.85	....	234,872.90
Polk	145,186.38	193,225.33	178,643.83	103,249.40	62,304.94
Portage	151,537.32	34,836.67	36,715.58	....	223,089.57
Price	134,788.23	94,248.53	26,676.34	....	255,713.10
Racine	108,242.41	137,782.22	....	27,297.24	273,321.87
Richland	128,535.07	35,493.74	53,048.56	20,320.27	237,397.64
Rock	267,504.46	44,874.60	22,370.86	74,601.91	409,351.83
Rusk	159,529.30	115,806.18	44,512.55	11.390.56	331,238.59

Financial Report

Receipts				
Rural	State Graded	High Schools and Grades	Union High Schools	Total
$11,905,848.21	$6,403,987.20	$8,089,987.20	$1,189,358.24	$27,588,947.31
$ 94,563.40	$ 52,337.03	$ 27,461.20	....	$174,361.63
70,992.63	112,104.73	....	$ 21,317.31	204,414.67
310,676.30	84,167.36	253,331.81	....	648,175.47
98,957.77	158,313.90	72,921.89	33,209.00	363,402.56
133,244.85	134,873.58	122,797.55	....	390,915.98
108,356.48	35,095.57	88,967.90	52,567.51	284,987.46
115,963.61	83,599.74	40,355.86	95,200.16	335,119.37
92,542.22	9,667.12	161,519.48	....	263,728.82
212.496.90	51,584.92	180,795.86	....	444,877.68
343,863.81	69,895.50	292,115.45	18,569.18	724,443.94
182,481.89	29,528.81	220,954.03	....	432,964.73
119,085.46	46,581.49	89,534.02	11,170.67	266,371.64
244,751.07	113,019.88	84,516.55	34,036.09	476,323.59
193,084.37	77.323.89	133,103.31	58,709.04	462,220.61
247,178.55	36,961.67	84,134.62	....	368,274.84
125,144.36	77,782.52	....	19,066.77	221,993.65
180,434.92	165,353.06	....	....	345,787.98
211,424.76	34,684.88	174,334.02	....	420,443.66
126,313.86	3,881.80	100,692.12	....	230,887.78
55,685.82	53,718.33	....	20,714.04	130,118.19
241,637.37	29,141.43	106,620.97	6,547.52	383,947.29
92,265.92	57,258.49	153,089.80	....	302,614.21
292,897.87	73,458.20	268,927.56	71,856.15	707,121.78
202,970.72	32,527.89	80,501.16	8,438.71	324,438.48
90,923.36	17,953.00	78,718.09	....	187,594.45
162,121.91	27,723.53	169,170.52	7,297.95	366,313.91
26,593.27	51,354.01	267,095.97	8,235.67	353,278.92
158,908.72	33,653.91	103,043.37	38,341.48	333,947.48
144,194.62	27,353.82	81,387.26	....	252,935.70
130,263.32	12,755.16	211,590.60	....	354,609.08
93,223.99	63,166.06	....	14,907.65	171,297.70
171,242.22	31,719.88	90,362.55	39,065.68	332,390.33
118,711.86	28,069.11	50,694.87	61,186.08	258,661.92
182,452.55	33,002.47	201,650.76	16,454.99	433,560.77
172,715.33	96,929.92	36,039.95	....	305,685.20
188,110.22	45,295.38	....	7,672.40	241,078.00
248,282.95	98,084.22	85,059.87	....	431,427.04
391,042.65	95,122.00	309,001.64	7,138.12	802,304.41
213,164.70	337,768.10	193,650.69	....	744,583.49
60,303.06	27,113.68	91,328.23	6,571.81	185,316.78
100.768.29	1,141,687.33	....	....	1,242,455.12
157,430.27	59,209.17	301,787.92	6,141.51	524,568.87
174,094.47	93,721.68	169,520.32	6,928.13	444,264.60
111,939.99	155,2224.78	....	8,969.63	276,134.40
245,204.82	50,750.83	84,518.17	13,349.29	393,823.11
83,890.06	29,409.74	112,115.14	....	225,414.94
49,655.09	12,104.45	116,771.65	11,669.40	190,200.59
140,904.21	23,875.41	123,693.46	....	288,473.08
183,566.83	225,690.61	192,420.95	154,680.98	756,539.37
190,206.23	38,453.08	41,392.93	....	270,052.24
197,963.09	105,335.10	26,978.13	....	330,276.32
134,445.48	175,142.53	....	33,596.08	343,184.09
157,113.37	41,293.06	53,374.52	25,334.44	278,115.39
340,554.01	57,521.41	24,017.86	74,740.68	496,833.96
202,125.52	131,891.10	50,660.24	14,177.39	398,854.25

TABLE 38.—*Counties, Finan*

1921-22	Expenditures				
	Rural	State Graded	High Schools and Grades	Union High Schools	Total
St. Croix	155,088.40	92,536.36	131,170.16	19,395.31	398,190.23
Sauk	182,621.03	62,996.14	134,839.32	....	380,456.49
Sawyer	96,621.39	78,780.48	66,535.98	....	241,937.85
Shawano	184,023.24	134,081.94	75,761.82	8,913.11	402,780.11
Sheboygan	115,258.56	136,342.69	118,721.76	....	367,323.01
Taylor	130,872.09	42,491.68	110,503.39	....	313,867.16
Trempealeau	118,895.90	20,987.64	193,109.77	....	332,993.31
Vernon	166,186.10	53,211.30	111,303.30	....	330,700.70
Vilas	59,112.39	67,344.89	....	42,600.52	169,057.80
Walworth	144,312.67	32,185.58	204,077.15	....	380,575.40
Washburn	92,580.89	30,736.94	131,429.49	....	254,747.32
Washington	92,591.24	26,536.86	141,566.21	....	260,694.31
Waukesha	164,737.58	138,424.89	95,964.66	....	399,127.13
Waupaca	181,100.59	120,852.96	42,331.71	27,837.04	372,122.30
Waushara	106,823.99	10,289.31	211,032.87	....	328,146.17
Winnebago	121,310.45	13,263.35	56,520.10	....	190,923.90
Wood	137,648.50	129,783.67	55,789.61	8,913.19	332,134.97

cial Report—Continued.

		Receipts		
Rural	State Graded	High Schools and Grades	Union High Schools	Total
186,588.99	100,153.66	142,642.93	19,870.63	449,356.21
226,697.67	69,369.59	137,708.88	....	433,776.14
110,792.29	88,700.29	66,535.98	....	266,028.56
224,696.36	144,326.70	79,751.60	9,295.09	458,069.75
164,462.52	155,863.03	124,534.96	....	426,860.51
165,140.37	78,330.60	114,271.36	....	357,742.33
159,200.78	23,323.88	202,812.00	....	385,336.66
206,616.90	58,721.62	117,337.29	....	382,675.81
77,741.74	98,554.00	....	110,313.41	286,609.15
182,911.02	39,967.82	308,575.28	....	531,454.12
114,331.96	44,413.04	133,329.60	....	292,074.60
116,521.83	32,664.63	159,208.90	....	308,395.36
205,020.54	180,888.84	103,953.55	....	489,862.93
214,847.46	136,501.09	47,581.44	31,784.08	430,714.07
126,479.22	11,683.56	215,173.34	....	353,336.12
154,445.79	13,868.37	60,721.91	....	229,036.07
168,239.40	135,320.16	71,893.82	10,053.52	385,506.90

TABLE 39.—*Cities 1920–21, Census, Enrollment, Attendance, Teachers*

1920-1921	Census			Ratio enrollment to census	Enrollment					Average daily attendance	Ratio attendance to Enroll.	Total professional workers
	4-20	7-14	14-16		Total	Kindergartens	Grades	High schools	Deaf schools			
Totals	356,306	164,349	42,968	57.5	204,953	23,608	140,419	40,504	427	174,076	85	6,645
Antigo	2,561	1,234	302	71.5	1,830	191	1,092	532	15	1,681	92	65
Appleton	5,855	2,510	738	62.1	3,639	588	2,287	751	20	2,752	75.6	133
Ashland	3,819	1,899	502	56.8	2,171	169	1,401	588	13	1,864	85.8	78
Augusta	376	210	55	109	410	....	268	142	....	357	87.1	18
Baraboo	1,462	652	196	78.3	1,145	44	735	366	....	997	87.4	42
Beaver Dam	2,231	999	243	59.7	1,333	197	871	265	....	1,152	86.4	44
Beloit	5,366	2,539	657	89.5	4,801	490	3,418	893	....	4,058	84.5	137
Berlin	1,435	640	188	57.6	826	....	569	257	....	755	91.4	26
Brodhead	299	154	52	122.7	367	....	251	116	....	328	89.4	15
Burlington	982	544	188	71.9	706	92	357	257	....	613	86.8	27
Chippewa Falls	2,696	1,176	316	52	1,401	174	878	349	....	1,226	87.5	60
Clintonville	763	393	144	73.8	563	49	348	166	....	498	88.4	12
Columbus	517	234	78	117.2	606	25	405	201	....	556	91.7	12
Cudahy	2,297	1,121	229	46.6	1,071	158	862	251	....	948	88.5	43
De Pere	883	404	98	30	265	33	153	79	....	242	91.3	15
Eau Claire	5,583	2,491	795	62.2	3,659	308	2,473	849	29	3,122	85.4	159
Edgerton	815	384	116	85.9	731	40	418	273	....	581	79.5	27
Elkhorn	441	197	46	107	472	37	289	146	....	443	93.8	17
Evansville	558	271	82	107.2	598	64	369	165	....	521	87.1	22
Fond du Lac	6,292	3,052	687	70.2	4,417	721	2,828	847	21	3,936	89.1	139
Ft. Atkinson	1,286	663	201	73.4	944	87	661	296	....	841	89.1	37
Green Bay	9,530	4,275	1,217	49.8	4,743	237	3,357	1,102	49	4,067	85.7	180
Hayward	392	171	50	112.8	442	....	305	137	....	372	84.2	16
Horicon	621	318	71	83	515	72	338	105	....	470	91.2	17
Hudson	744	320	104	86.2	641	57	363	221	....	556	86.7	28
Janesville	4,131	1,900	476	95.9	3,963	392	2,949	722	....	2,547	64.3	95
Jefferson	636	271	83	48.8	310	12	151	147	....	274	88.4	21
Kaukauna	1,973	968	220	41.4	816	133	492	191	....	693	84.9	32
Kenosha	11,225	5,927	1,249	59.9	6,726	933	4,868	914	11	5,606	83.3	256
La Crosse	8,647	3,186	1,049	59.2	5,121	493	3,493	1,114	21	4,151	81.1	162
Ladysmith	1,025	498	145	101	1,035	86	737	212	....	827	80	31
Lake Geneva	767	420	149	108.7	834	74	565	195	....	721	86.4	33
Lake Mills	484	255	82	108.9	527	53	315	159	....	478	90.6	20
Madison	9,373	4,281	1,107	70.8	6,638	602	4,501	1,522	13	5,756	86.7	248
Manitowoc	4,848	2,383	604	59.8	2,901	442	1,763	696	....	2,605	89.7	103
Marinette	5,164	3,003	759	51.6	2,663	270	1,860	524	9	2,392	89.8	84
Marshfield	2,334	1,072	331	50.5	1,178	114	666	392	6	964	81.8	51
Mayville	879	445	80	62.7	551	81	326	144	....	428	77.6	21
Mellen	718	329	109	88.3	634	49	477	108	....	600	94.7	21
Menasha	2,390	1,027	281	41.3	988	247	569	172	....	783	79.2	32

Menomonie	1,481	667	171	41.4	1,221	153	700	368	....	1,061	87	39
Merrill	3,039	1,438	412	49.5	1,504	154	962	388	....	1,302	86.6	52
Milwaukee	133,625	60,931	14,355	46.5	62,099	7,529	46,855	7,615	100	52,561	84.6	1,624
Mineral Point	660	288	81	71.8	474	27	265	172	....	445	93.8	22
Monroe	1,318	623	188	91.1	1,201	140	747	314	....	1,042	85.2	40
Neenah	2,180	1,102	375	58.6	1,277	199	765	314	....	1,158	90.6	45
New London	1,399	666	179	56.4	789	111	441	219	....	651	82.5	28
Oconomowoc	765	319	92	90.2	690	....	433	247	....	606	87.8	28
Oconto	1,707	765	216	57	972	129	579	294	....	867	89.2	33
Onalaska	272	120	39	90.8	247	....	180	67	....	216	87.4	10
Oshkosh	9,512	4,281	1,207	54.4	5,172	934	3,125	1,102	11	4,263	82.4	184
Park Falls	907	430	91	82.3	746	84	538	124	....	657	88	24
Peshtigo	518	228	63	61.	361	....	234	127	....	317	87.8	15
Phillips	662	282	79	91.6	606	66	415	125	....	510	84.1	20
Platteville	1,298	622	157	63.9	829	43	619	262	5	826	88.9	31
Portage	1,573	584	297	54.4	855	96	483	276	....	734	85.8	30
Prairie du Chien	1,073	468	124	48	515	41	336	138	....	440	85.4	20
Racine	15,318	7,208	1,731	59.1	9,048	1,185	6,722	1,130	21	7,625	84.2	288
Reedsburg	676	300	88	102.5	693	27	391	275	....	593	85.5	26
Rhinelander	2,122	969	259	67.4	1,430	165	902	363	....	1,255	87.7	49
Rice Lake	1,447	633	168	67.9	982	....	696	277	9	848	86.3	37
Richland Center	946	447	110	101.1	956	119	551	286	....	785	82.1	33
Ripon	988	438	131	86.9	858	63	576	219	....	793	92.4	32
River Falls	668	232	133	54.5	364	....	168	196	....	316	86.8	17
Shawano	1,097	529	113	67.1	736	98	389	249	....	677	92	27
Sheboygan	9,536	4,110	1,926	51	4,863	877	3,258	721	7	4,038	83	175
South Milwaukee	2,569	1,185	295	47.8	1,228	65	989	176	....	1,145	93.1	37
Stanley	891	387	90	76.1	633	....	412	221	....	556	87.8	24
Stevens Point	3,405	1,556	414	52	1,770	276	1,050	436	8	1,553	87.7	60
Stoughton	1,436	697	184	91.7	1,317	106	865	346	....	1,185	89.9	48
Sturgeon Bay	1,403	653	165	67.7	949	83	363	303	....	826	87	30
Superior	11,073	5,508	1,128	79.4	7,603	879	5,188	1,515	21	6,586	86.6	272
Tomahawk	964	462	109	71.4	688	84	443	161	....	586	85.1	24
Two Rivers	2,698	1,160	332	35.5	957	169	544	244	....	817	85.3	38
Viroqua	732	371	112	108.5	794	61	446	287	....	689	86.8	26
Washburn	1,370	536	239	77.8	1,065	....	720	275	....	968	90.8	35
Watertown	2,475	1,037	307	43.1	1,067	....	719	348	....	957	89.6	38
Waukesha	3,419	1,918	455	66.1	2,261	302	1,288	879	....	1,800	79.6	80
Waupaca	785	350	107	115	903	80	516	307	....	750	83	27
Waupun	849	437	113	94.7	804	105	314	185	....	723	89.9	30
Wausau	5,929	2,658	962	65.1	3,858	495	2,501	824	38	3,442	89.3	124
Wauwatosa	1,671	795	197	74.4	1,243	160	828	255	....	1,170	94.2	39
West Allis	4,288	2,148	458	71.5	3,065	464	2,246	365	....	2,537	82.7	109
Whitewater	759	302	103	55.8	423	35	276	115	....	396	93.6	21
Wisconsin Rapids	2,585	1,193	334	56.9	1,469	188	802	469	....	1,042	70.9	57

TABLE 40.—*City*

Location					Expend
	Total	Control	Instruction	Operation	Maintenance
Totals	$19,811,064.34	$535,082.78	$11,198,617.80	$1,997,632.38	$768,809.49
Antigo	$ 159,614.09	$ 7,045.20	$ 90,599.84	$ 20,787.73	$ 5,175.72
Appleton	433,380.92	3,615.06	205,299.37	39,133.37	10,189.64
Ashland	203,843.30	6,818.24	119,002.44	21,492.71	912.94
Augusta	68,167.22	651.79	23,749.51	5,812.05	267.68
Baraboo	82,379.48	3,222.54	59,978.95	14,928.91	3,700.74
Beaver Dam	80,678.12	4,566.87	56,584.92	14,428.66	1,800.30
Beloit	551,578.30	9,175.69	193,030.88	50,899.42	14,221.28
Berlin	45,861.50	1,704.11	34,694.30	8,077.26	676.73
Brodhead	38,659.51	503.50	19,419.17	3,734.35	338.29
Burlington	69,575.85	4,667.22	38,027.09	7,066.72	2,050.20
Chippewa Falls	123,601.29	5,561.00	89,233.59	14,443.46	10,094.35
Clintonville	87,445.07	1,335.00	31,617.62	8,049.22	1,839.09
Columbus	45,149.33	3,485.12	27,617.87	6,783.47	2,423.07
Cudahy	114,669.17	5,631.73	62,965.97	13,088.44	5,132.97
De Pere	31,672.20	442.84	19,470.68	3,855.44	2,085.36
Eau Claire	413,761.97	9,916.74	198,899.68	42,301.10	13,519.34
Edgerton	52,850.91	3,160.17	37,517.41	7,976.21	2,886.01
Elkhorn	34,289.12	1,881.59	24,628.65	6,203.87	1,029.09
Evansville	79,470.78	3,337.70	27,774.56	3,574.48	2,963.98
Fond du Lac	431,095.86	9,681.31	231,666.30	37,643.10	18,799.32
Ft. Atkinson	116,581.69	5,324.92	44,812.98	10,652.48	1,948.07
Green Bay	358,402.61	10,514.37	254,485.67	44,572.41	35,389.55
Hayward	12,003.24	1,055.00	7,975.10	1,884.08	1,053.12
Horicon	70,704.72	2,846.61	20,111.29	4,811.17	2,630.22
Hudson	61,879.56	1,911.25	39,156.71	8,087.03	705.12
Janesville	312.388.10	9,580.48	138,870.60	28,049.50	21,966.38
Jefferson	56,371.07	3,083.25	27,920.57	4,582.17	1,474.82
Kaukauna	86,719.69	5,033.84	53,652.17	6,986.38	4,577.68
Kenosha	863,591.24	29,939.20	421.735.21	76,506.98	14,195.25
La Crosse	394,692.69	17,357.86	271,598.87	53,969.70	7,067.88
Ladysmith	75.789.10	3,267.06	36,024.35	8,190.01	1,489.87
Lake Geneva	65,769.68	3,600.76	44,160.27	12,407.99	4,643.30
Lake Mills	53,172.57	1,328.27	26,615.21	4,494.64	3,389.31
Madison	952,427.87	20,176.37	403,213.98	70,617.87	30,080.82
Manitowoc	216,687.67	8,456.44	157,460.19	22,573.73	13,631.87
Marinette	154,883.79	6,804.68	114,458.44	22,553.51	9,144.48
Marshfield	192,246.28	5,523.51	69,431.03	17,603.80	3,442.34
Mayville	83,742.87	779.50	28,057.67	4,247.51	1,588.05
Mellen	42,789.74	2,468.62	27,502.47	6,731.80	813.62
Menasha	190,495.96	5,003.77	37,673.50	12,546.24	3,289.58
Menomonie	81,289.25	5,237.14	52,287.85	13,623.42	2,309.10
Merrill	90,676.52	4,915.20	71,569.89	11,539.99	2,651.44
Milwaukee	5,497,967.62	95,789.33	3,816,666.74	512,533.83	291,560.88
Mineral Point	46,009.54	2.014.23	30,699.24	5,673.39	6,145.43
Monroe	111.848.49	2,824.04	61,649.44	13,461.53	1,726.78
Neenah	103,913.41	2,963.40	60,564.73	14,393.79	7,226.30
New London	53,725.53	2,129.34	36,230.85	7,490.20	781.08
Oconomowoc	60,969.74	1,500.00	42,003.54	6,855.43	4,665.90
Oconto	94,627.30	4,507.76	38,697.60	10,106.73	2,411.75
Onalaska	15,554.84	1,860.00	10,286.60	2,282.98	659.15
Oshkosh	316,851.12	10,588.69	229,521.10	55,268.23	4,650.85
Park Falls	79,452.75	2,170.43	26,715.64	8,632.76	3,490.61
Peshtigo	45,085.80	204.08	19,284.20	4,006.41	1,331.31
Phillips	32,324.78	2,837.97	25,066.70	3,472.69	836.76
Platteville	100,256.83	4,200.60	38,617.43	11,152.80	5,347.52
Portage	65,383.57	2,003.52	46,285.95	9,185.28	1,812.13
Prairie du Chien	44,512.71	550.00	26,848.51	6,511.24	975.52
Racine	1,301,852.48	26,434.44	527,341.61	85,376.33	33,960.05
Reedsburg	49,913.57	4,215.50	32,436.48	5,915.20	1,935.72
Rhinelander	91,082.34	4,248.15	67,209.46	14,590.20	2,143.57

Finances, 1920–21

tures		Teachers* Salaries	Receipts			
Miscellaneous	Outlays		Revenue	Non-revenue	1920 Balance	Total
$249,526.87	$5,061,395.02	$9,134.360.00	$17,424,185.50	$3,593,351.46	$4,636,128.93	$25,653,665.89
$ 4,680.41	$ 31,325.19	$ 66,238.69	$ 137;001.37	$ 15,753.63	....	$ 152,755.00
3,271.75	171,873.73	173,231.65	304,853.76	134,314.79	7,840.43	447,008.98
1,714.57	53,902.40	104,872.75	179.475.87	41,081.76	2,060.50	222.618.19
641.10	37,065.09	16,712.40	43,013.06	25,154.16	....	68,167.22
548.34	....	49,660.94	94,259.92	652.38	26,574.14	121,486.44
2,825.64	471.68	48,190.52	80,067.10	601.58	17,807.54	98,476.22
6,512.35	277,738.68	171,900.73	400,714.62	2,840.15	290,144.55	693,699.32
225.13	483.97	30,122.31	60,166.13	443.48	6,316.87	66,926.48
741.56	13,922.64	16,334.07	25,538.83	12,841.28	828.18	38,708.29
2,126.65	15,637.97	37,671.51	56,428.95	15,556.20	7,768.82	79,753.97
3,863.89	405.00	72,195.90	138,483.33	1,194.43	15,637.37	150,315.13
188.88	44,415.26	25,896.97	57,674.17	10,143.53	24,101.09	91,918.79
210.80	4,619.00	25,254.71	41,712.09	....	21,553.14	63,265.33
2,823.79	25,026.27	53,400.32	151,519.58	250.20	840.29	152,610.07
785.03	5,032.85	14,195.17	27,314.23	4,975.00	5,117.87	37,407.10
9,128.51	139,996.60	151,354.09	290,596.23	103,000.00	2,001.86	395,598.09
682.26	628.85	34,836.26	49,031.35	24,312.95	1,794.12	75,138.52
495.92	39.00	21,168.37	37,415.64	18.00	12,278.25	49,711.89
149.61	41,670.45	26,318.64	43,330.33	123,828.91	5,416.93	172,576.17
1,842.50	131,463.33	193,578.23	363,341.16	367,178.61	57,172.75	787,692.52
2,612.46	51,230.78	38,821.55	89,288.88	38,296.11	224.91	127,584.99
1,540.97	11,899.64	193,665.94	349,105.08	4,076.61	15,155.08	368,336.77
562,50	....	7,618.05	23,823.01	....	1,291.53	25,114.54
2,936.05	37,369.38	18,975.85	37,559.48	46,735.77	1,154.90	85,450.65
314.54	10,704.91	31,863.42	63,451.90	....	....	63,451.90
5,768.16	108,152.98	102,150.44	240,982.62	84,089.25	5,326.46	330,398.33
1,267.27	18,042.99	25,344.88	39,758.96	17,015.00	463.65	57,237.55
1,155.49	15,314.13	42,736.11	84,360.25	15,388.96	4,626.07	104,375.28
5,360.72	315,853.88	358,140.28	604,906.03	121,831.34	136,095.06	862.832.43
12,755.18	31,953.20	307,780.23	409,983.15	4,001.31	138,890.48	552,874.94
1,595.38	25,222.43	31,366.22	52,297.53	20,000.00	3,520.58	75,818.11
442.36	515.00	36,424.77	63,304.72	....	12,946.69	76,251.41
262.98	17,094.16	24,678.25	35,409.56	15,087.76	4,834.39	55,331.71
8,498.57	419,840.26	327.644.03	676,906.67	348,682.71	1,332.98	607,076.10
6,616.03	7,949.41	129,806.80	254,704.94	....	12,706.40	267,411.37
1,922.68	....	96,517.56	154,053.27	840.93	17.52	154,911.72
913.09	95,332.51	53,149.39	117,426.93	64,197.56	11,693.18	193,317.67
1,414.58	11,568.23	23,548.53	47,680.49	....	21,373.77	69,054.26
263.91	5,018.32	22,541.40	37,129.83	4,000.00	2,349.05	43,478.83
1,632.76	130,350.11	35,413.75	93,578.07	....	45,713.41	139,291.48
3,429.04	4,402.70	43,876.37	93,098.65	973.65	15,542.74	109,615.04
....	....	55,445.41	99,991.86	....	20,790.05	120,781.91
17,258.79	764.158.05	3,058,661.25	5,581,945.03	1,285,023.00	2,205,568.44	9,072,536.47
586.41	890.84	23,673.00	43,364.94	1,359.61	3,846.84	48,571.39
3,219.77	28,966.93	52,824.88	93,969.17	19,026.67	19,704.27	132,700.11
3,074.52	15,690.67	47,886.81	111,175.86	86.12	4,555.30	115,817.22
872.36	6,221.70	31,191.29	61,760.02	287.55	30,951.36	92,998.93
2,294.37	3,650.50	36,726.85	79,634.60	....	20,293.56	99,931.90
177,79	38,725.67	29,611.12	63,626.30	34,097.13	4,704.02	102,427.45
466.13	....	9,578.25	15,937.06	....	7,143.36	23,080.42
16,302.33	519.92	179,560.87	410.729.77	6,227.26	110,397.76	527,354.79
1,302.28	37,141.03	25,923.75	47,734.22	29,400 00	5,010.20	82,144.42
125.15	20,134.65	16,079.55	20,288.17	19,039.48	5,858.02	45,085.80
110.66	....	21,291.19	40,532.50	....	5,664.05	46,196.55
127.82	40,810.66	30,692.36	62,059.47	38,996.86	1,389.38	102,445.73
549.67	5,547.02	39,705.00	56,652.50	1,652.37	7,078.70	65,383.57
548.80	9,078.64	22,352.40	35,525.32	7,632.50	13,995.84	57,153.66
13,241.10	615,498.96	428,307.08	776,735.06	....	668,692.88	1,445,427.94
600.67	4,810.00	27,347.15	55,474.30	32.27	22,218.16	77,724.73
2,099.96	791.00	69,150.36	98,886.51	....	1,141.12	100,027.63

TABLE 40.—*City Finan*

Location					Expendi
	Total	Control	Instruction	Operation	Maintenance
Rice Lake	68,777.80	4,684.30	50,882.84	8,174.69	4,252.96
Richland Center	83,976.36	941.64	50,507.29	7,627.75	3,957.27
Ripon	68,758.87	3,302.77	42,528.20	7,959.74	1,565.02
River Falls	53,078.09	595.00	22,748.52	6,526.06	5,140.31
Shawano	65,056.62	3,359.64	36,719.55	8,377.04	1,377.29
Sheboygan	324,486.50	8,499.46	254,881.50	35,975.34	12,614.75
South Milwaukee	75,957.14	4,579.41	51,019.71	13,400.86	6,947.16
Stanley	43,461.56	3,763.23	30,479.43	5,494.17	1,361.35
Stevens Point	118,012.96	6,390.67	79,525.74	19,791.87	11,282.64
Stoughton	139,400.76	4,838.22	68,477.78	13,134.96	5,410.45
Sturgeon Bay	50,178.39	852.00	38,378.15	8,237.54	1,524.44
Superior	791,763.39	16,981.44	487,684.06	77,693.58	22,326.98
Tomahawk	46,056.13	1,746.92	28,173.54	8,523.75	1,636.29
Two Rivers	152,191.33	6,735.42	56,854.43	10,692.09	4,625.75
Viroqua	57,487.54	396.90	35,960.15	9,628.27	2,875.71
Washburn	80,274.34	4,245.07	43,596.33	9,210.94	1,251.21
Watertown	86,988.52	5,911.17	60,117.04	12,845.17	7,349.52
Waukesha	269,945.51	6,120.00	112,839.18	22,531.70	700.25
Waupaca	60,885.22	2,876.92	31,139.43	5,416.68	1,398.11
Waupun	42,247.27	3,575.00	40,972.54	12,035.93	4,681.86
Wausau	291,410.78	7,083.66	161,649.43	54,545.21	8,432.55
Wauwatosa	84,487.77	5,158.06	54,720.67	15.404.31	3,544.70
West Allis	735,540.49	14,960.94	182,578.13	43,395.87	9,857.52
Whitewater	39,359.24	1,360.71	30,638.41	5,916.81	226,25
Wisconsin Rapids	162,158.01	4,471.23	68,883.12	20,669.65	5,221.89

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* Salaries does not include principals or supervisors who devote mor

ces, 1920–21—Continued.

tures		Teachers* Salaries	Receipts			Total
Miscellaneous	Outlays		Revenue	Non-revenue	1920 Balance	
783.01	....	36,886.35	72,036.20	....	6,054.40	78,090.60
914.71	20,027.66	41,668.50	81,343.68	2,745.29	....	84,088.97
2,498.82	10,904.32	37,658.01	69,577.19	683.27	16,780.60	87,041.06
1,978.81	16,292.64	17,995.25	38,508.70	16,000.00	2,177.16	56,685.86
1,084.01	14,139.09	32,971.47	67,677.08	900.77	14,423.31	83,001.16
6.215.48	6,289.96	203,439.46	524,426.23	4,076.50	165,065.82	693,568.55
10.00	....	38,768.97	53,437.87	12,269.84	27,438.83	93,146.54
2,035.94	327,44	26,187.41	51,096.04	455.32	....	51,551.36
889.06	132.98	59,249.22	106,672.31	....	41,995.13	148,667.44
3,159.21	44,380.14	57,676.64	116,877.44	20,892.78	2,698.04	140,468.26
1,186.26	....	32,367.60	62,906.00	....	5,077.05	67,983.05
8,712.61	178,364.72	398,073.85	744.260.77	90,375.01	168,396.28	1,003,304.31
1,250.92	4,724.71	23,315.08	42,897.55	459.79	3,137.34	46,494.68
2,801.91	70,481.73	49,994.45	162,494.83	773.31	36,273.56	199,541.70
2,079.37	6,547.14	30,505.76	54,829.08	2,658.46	656.80	57,487.54
60.17	21,910.62	39,751.87	56,385.89	26,324.80	3,410.28	86,120.97
229.07	536.55	53,273.81	99,817.61	382.87	22,155.53	122,356.01
5,658.50	122.095.88	97,817.11	190,604.18	2,278.59	182,856.01	375,738.78
105.79	19,948.29	25.745.75	53,480.39	14,000.00	768.59	68,248.98
950.00	42,471.27	35,294.77	85,391.47	23,110.09	1,900.13	110,401.69
3,706.51	55,993.42	135,153.23	236.568.95	62,817.81	9,700.94	289,685.82
1,251.88	4,408.15	48,461.07	69,539.17	1,112.27	36,209.24	106,860.68
30,686.65	456,061.48	151,518.82	331,509.64	141,806.75	426,460.70	889,777.00
1,217.06	....	26,917.18	34,259.05	....	16,385.76	50,644.81
2,388.03	59,187.59	55,897.17	110,917.83	57.736.89	2,400.85	170,055.55

e than half time to supervision.

TABLE 41.—*Cities, 1921–22 Census, Enrollment, Attendance, Teachers*

1921-1922	Census			Ratio enrollment to census	Enrollment					Average daily attendance	Ratio tendance to Enroll.	Total professional workers
	4-20	7-14	14-16		Total	Kindergarten	Grades	High School	Deaf Schools			
Totals	364,447	165,782	44,150	58.9	214,509	23,759	143,543	46,698	509	185,631	86.9	7,053
Antigo	2,607	1,177	333	74	1,927	160	1,155	595	17	1,590	82.6	67
Appleton	5,940	2,606	742	58.6	3,483	592	1,967	903	21	3,035	87.1	132
Ashland	3,682	1,884	483	57.7	2,123	161	1,301	651	11	1,793	84.5	74
Augusta	445	211	51	94.6	421	....	255	166	....	387	92	18
Baraboo	1,448	653	174	79	1,144	49	715	380	....	1,010	88.3	44
Beaver Dam	2,304	968	266	59.2	1,365	187	880	298	....	1,182	86.6	44
Beloit	5,672	2,495	653	86.4	4,900	615	3,408	877	....	4,118	84	160
Berlin	1,460	620	175	52.6	841	....	566	275	....	759	90.2	29
Brodhead	377	177	51	97.1	366	....	232	134	....	340	93	16
Burlington	1,254	561	153	59.2	742	105	352	285	....	658	88.7	28
Chippewa Falls	2,783	1,257	339	54.7	1,521	154	927	440	....	1,406	92.4	60
Clintonville	706	335	84	88.6	625	57	366	202	....	515	82.4	21
Columbus	529	238	105	99.3	525	65	249	211	....	466	88.8	21
Cudahy	2,446	1,207	268	52	1,270	149	844	275	....	1,028	80.9	41
De Pere	881	390	98	38.5	315	43	144	113	15	272	86.4	17
Eau Claire	5,524	2,522	693	71	3,923	378	2,587	932	26	3,331	85	142
Edgerton	905	313	106	86.5	783	51	436	296	....	718	91.7	34
Elkhorn	429	263	59	131.2	563	37	303	163	....	452	80.3	17
Evansville	613	291	84	96.5	591	49	352	190	....	539	91.2	22
Fond du Lac	6,395	3,026	877	77.7	4,963	441	2,970	1,023	29	4,074	82.1	172
Ft. Atkinson	1,397	708	203	74.3	1,038	89	621	328	....	962	92.7	41
Green Bay	9,621	4,334	1,250	51.3	4,937	271	2,323	1,298	45	4,449	90.1	185
Hayward	345	147	57	138.7	475	....	304	171	....	420	88.4	16
Horicon	651	326	94	83.2	542	73	338	131	....	483	89.2	16
Hudson	772	352	94	93.4	721	44	425	252	....	618	85.7	29
Janesville	4,152	1,903	535	69.4	2,882	393	1,897	592	....	2,449	85	99
Jefferson	549	248	95	59	324	25	141	158	....	276	85.2	20
Kaukauna	2,178	998	245	36.4	793	113	460	228	....	708	89.3	36
Kenosha	11,596	5,702	1,329	65.3	7,569	999	5,433	1,127	10	6,640	87.7	277
La Crosse	8,790	4,431	1,032	59.9	5,265	598	3,343	1,309	15	4,639	88.1	166
Ladysmith	1,297	578	184	75.4	977	68	675	234	....	854	87.5	33
Lake Geneva	919	392	124	97	891	87	610	194	....	736	82.6	32
Lake Mills	605	292	78	91	555	62	308	195	....	504	90.8	21
Madison	9,801	4,023	1,697	68.2	6,681	549	4,340	1,776	16	6,045	90.5	259
Manitowoc	5,224	2,401	609	57.4	2,999	423	1,752	824	....	2,640	90.8	106
Marinette	5,203	3,129	703	51.8	2,697	215	1,868	605	9	2,433	90.2	87
Marshfield	2,342	1,152	168	51	1,194	97	477	613	7	1,071	89.7	56
Mayville	934	470	103	59.3	553	68	312	173	....	478	89.7	21
Mellen	735	322	119	91.2	670	47	498	125	....	539	80.5	22
Menasha	2,449	1,066	282	31.2	965	179	590	196	....	830	86	36

Menomonie	1,661	685	208	76.1	1,264	153	735	376	....	1,128	89.3	41
Merrill	2,872	1,262	363	54.5	1,564	209	928	427	....	1,331	85.1	52
Milwaukee	188,955	62,298	15,277	35.2	66,412	7,836	49,501	8,965	110	56,135	84.5	1,815
Mineral Point	683	293	76	78.3	535	44	281	210	....	468	87.5	22
Monroe	1,343	730	186	93.5	1,256	153	743	360	....	1,088	86.6	41
Neenah	1,790	795	316	74.3	1,330	206	783	341	....	1,178	88.6	47
New London	1,444	626	183	52.8	762	95	436	236	....	695	91.3	29
Oconomowoc	940	428	112	80	752	....	515	237	....	674	89.7	31
Oconto	1,719	741	233	58.3	1,002	83	561	358	....	867	86.6	36
Onalaska	294	138	34	79	232	....	184	48	....	210	91	14
Oshkosh	9,591	4,371	1,237	53.3	5,112	673	3,225	1,194	30	4,494	87.9	188
Park Falls	916	406	104	97.8	895	110	637	148	....	751	84	26
Peshtigo	508	209	62	72	365	....	245	120	....	338	92.7	15
Phillips	665	269	86	95 2	633	71	417	145	....	539	85.2	20
Platteville	1,298	632	316	69.7	904	53	570	281	....	839	92.8	30
Plymouth	1,055	467	110	61.8	652	48	328	276	....	590	90.5	26
Portage	1,451	606	175	70.6	1,024	86	626	312	....	914	89.3	32
Prairie du Chien	1,050	463	149	52.1	547	29	350	168	....	482	88.1	20
Racine	14,980	7,032	1,799	62.6	9,383	1,168	6,741	1,455	19	8,030	85.6	295
Reedsburg	778	329	99	88.6	689	63	370	256	....	578	83.9	26
Rhinelander	1,948	856	253	90.4	1,761	179	1,151	431	....	1,626	92.3	56
Rice Lake	1,377	626	173	74	1,019	....	717	293	9	776	76.2	40
Richland Center	987	446	107	102.9	1,016	105	609	302	....	838	82.5	33
Ripon	1,062	442	140	84.4	896	77	448	371	....	835	93.2	35
River Falls	713	242	132	54.2	386	....	141	155	90	335	86.8	20
Shawano	1,124	571	195	69	776	86	379	311	....	679	87.5	29
Sheboygan	9,581	4,328	1,120	54.7	5,237	860	3,507	864	6	4,373	83.5	182
South Milwaukee	2,499	1,211	295	54.5	1,360	80	1,021	259	....	1,245	91.6	41
Stanley	765	363	116	90	689	....	429	260	....	630	91.5	22
Stevens Point	3,521	1,495	417	54	1,899	172	1,131	490	6	1,730	91.2	64
Stoughton	1,541	708	191	85.2	1,312	116	819	377	....	1,210	92.4	46
Sturgeon Bay	1,466	366	180	83.1	1,218	122	784	312	....	884	73.6	32
Superior	10,899	5,172	1,276	70.9	7,725	923	5,116	1,677	9	6,711	86.7	242
Tomahawk	1,010	488	122	68.8	695	81	410	204	....	636	91.6	23
Two Rivers	2,723	1,180	344	35.5	966	124	553	289	....	841	87.1	37
Viroqua	868	429	104	95.7	830	78	457	295	....	719	86.7	26
Washburn	1,229	521	171	70.6	867	....	468	399	....	792	91.4	35
Watertown	2,530	1,077	314	48.1	1,216	140	705	371	....	1,070	88	41
Waukesha	3,453	1,656	402	67.8	2,340	265	1,107	968	....	2,011	85.9	84
Waupaca	815	348	108	104.5	852	73	462	317	....	735	86.3	27
Waupun	929	425	119	90.8	843	108	540	195	....	765	87.2	31
Wausau	6,056	1,345	861	65.5	3,970	482	2,531	938	19	3,508	88.4	126
Wauwatosa	1,927	871	265	72.7	1,401	159	959	283	....	1,200	85.7	53
West Allis	4,928	2,512	510	67.4	3,322	403	1,999	920	....	2,301	69.3	124
Whitewater	772	344	106	60.6	468	41	284	148	....	424	90.6	20
Wisconsin Rapids	2,621	1,185	326	60	1,573	210	916	447	....	1,427	90.7	58

TABLE 43.—*City*

Location	Expendi				
	Total	Control	Instruction	Operation	Maintenance
Totals...........	$22,133,775.27	$535,726.49	$12,656,621.58	$1,873,046.78	$812,438.01
Antigo................	$ 206,598.33	$ 5,587.17	$ 92,416.81	$ 17,810.49	$ 3,712.32
Appleton...............	432,008.14	4,681.50	210,752.57	37,962.65	19,654.91
Ashland...............	185,939.47	6,957.57	119,998.15	19,787.75	7,481.90
Augusta...............	61,101.96	2,923.10	24,738.38	4,680.46	1,829.18
Baraboo...............	82,149.66	2,424.19	61,575.88	12,890.03	4,107.82
Beaver Dam............	81,539.45	4,657.77	58,411.88	13,472.93	1,829.66
Beloit................	612,502.29	11,178.04	237,304.26	51,780.82	18,831.13
Berlin................	51,109.63	1,773.59	39,516.43	7,774.00	814.92
Brodhead..............	41,495.89	754.00	21,234.32	4,107.79	213.01
Burlington.............	73,528.51	4,319.77	42,651.97	5,146.12	2,041.76
Chippewa Falls.........	141.220.11	5,714.94	90,951.75	14,220.08	6,236.32
Clintonville............	80,220.48	1,845.00	29,941.98	6,882.99	910.47
Columbus..............	40,821.15	3,637.93	26,746.99	5,084.97	926.60
Cudahy................	172,401.16	6,017.85	58,344.41	11,991.60	4,882.41
De Pere...............	42,395.71	468.58	23,334.74	4,063.18	3,457.04
Eau Claire............	328,068.34	9,063.23	227,782.94	35,263.28	16,785.22
Edgerton..............	92,700.30	2,994.05	53,563.39	7,153.78	2,057.71
Elkhorn...............	38,630.09	1,794.66	26,524.48	5,293.77	1,809.28
Evansville.............	173,923.77	3,978.67	29,972.56	5,872.62	2,086.49
Fond du Lac...........	599,494.38	10,932.18	259,903.94	38,254.69	10,179.73
Ft. Atkinson...........	151,179.55	5,450.00	59,819.24	11,453.07	2,228.96
Green Bay.............	456,721.97	10,061.75	273,726.81	41,023.25	21,120.53
Hayward...............	30,614.36	1,200.00	22,148.74	5,015.34	560.73
Horicon...............	269,406.30	2,774.64	17,434.82	4,601.87	2,594.35
Hudson................	55,686.35	2,130.00	34,739.77	8,425.42	1,208.41
Janesville.............	293,015.39	9,514.41	156,085.31	26,533.25	12,372.19
Jefferson..............	55,245.47	3,282.49	28,238.56	4,365.19	2,381.93
Kaukauna..............	77,502.06	2,753.36	50,090.15	7,393.95	5,536.54
Kenosha...............	765,552.13	27,294.42	465,992.34	74,346.36	10,383.26
La Crosse.............	376,602.61	18,498.33	284,689.84	38,286.80	14,314.03
Ladysmith.............	85,086.20	3,122.19	40,344.76	7,231.38	4,067.70
Lake Geneva...........	73,525.26	3,675.20	48,471.06	8,713.01	7,320.24
Lake Mills.............	56,203.30	1,462.71	30,255.12	5,087.79	2,043.83
Madison...............	1,111,202.54	26,807.94	445,297.52	72,749.67	27,065.35
Manitowoc.............	244,315.50	8,585.58	166,376.49	23,393.68	7,243.25
Marinette.............	164,336.83	7,583.28	125,057.35	19,981.89	10,081.50
Marshfield.............	192,031.38	5,853.97	78,206.25	14,507.05	8,886.51
Mayville..............	39,736.42	784,50	29,992.59	4,241.80	3,267.63
Mellen................	48,812.47	1,164.60	32,922.94	4,836.13	800.68
Menasha...............	79,191.02	5,237.87	41,446.04	11,778.28	12,737.27
Menomonie............	85,333.77	5,215.39	55,042.22	15,223.55	3,094.55
Merrill................	95,112.68	5,091.46	74,524.93	13,203.16	2,293.13
Milwaukee.............	6,326,081.79	97,498.85	4,554,588.35	482,326.50	331,832.20
Mineral Point..........	40,732.38	2,023.81	31,243.50	5,084.93	1,891.43
Monroe................	109,245.72	2,825.83	65,305.67	8,171.08	1,410.03
Neenah................	98,708.51	3,271.70	66,039.80	13,490.28	9,851.67
New London...........	55,362.96	1,815.19	40,894.79	8,047.67	905.43
Oconomowoc...........	92,217.19	2,247.50	48,272.71	8,398.65	5,126.93
Oconto................	99,289.83	4,334.87	46,748.71	9,082.72	7,241.63
Onalaska..............	16,334.67	1,795.07	11,440.61	2,223.12	377.42
Oshkosh...............	421,088.89	11,141.96	331,833.96	55,064.00	3,921.75
Park Falls.............	98,532.95	3,448.97	32,158.22	8,367.32	1,238.17
Peshtigo..............	23,601.79	1,119.00	17,924.54	3,329.55	1,228.70
Phillips...............	34,476.75	1,766.23	25,350.41	3,940.09	948.40
Platteville.............	98,679.39	5,022.95	38,397.03	10,018.20	4,501.55
Plymouth..............	69,426.90	546.67	38,687.33	6,609.93	1,294.80
Portage...............	71,578.44	2,715.13	50,690.89	8,759.57	1,669.49
Prairie du Chien........	37,709.95	550.00	28,308.06	5,567.90	1,056.20
Racine................	1,334,256.53	20,898.87	567,923.29	79,016.29	30,860.31
Reedsburg.............	181,015.25	3,725.00	36,123.16	6,985.97	6,121.10

Finances, 1921–22

tures		Teachers salaries	Receipts			
Miscellaneous	Outlays		Revenue	Non-revenue	1921 Balance	Total
$316,891.14	$5,939,051.27	$9,434,041.10	$17 274,043.34	$6,595,601.13	$6,539,707.45	30,409,351.92
$4,864.89	$82,206.64	$62,760.62	$135,140.34	$68,500.00	....	$203,640.32
6,351.01	152,605.50	172,976.45	308,167.42	129,073.77	$ 13,628.06	450,869.25
257.95	31,456.15	98,516.71	132,978.26	16,974.73	18,774.89	218,727.88
646.44	26,284.40	18,985.32	45,582.36	18,426.76	....	64,009.12
533.74	618.00	50,682.87	76,463.99	504.55	39,106.96	116,075.50
2,911.56	255.65	50,434.02	83,578.13	817.95	17,798.10	102,194.18
5,903.56	287,504.48	207,162.50	407,070.68	90,800.38	142,121.02	639,992.08
130,56	1,100.13	34,390.98	57,326.44	1,974.86	21,064.98	80,366.28
896.25	14,290.52	17,087.46	31,336.34	11,408.43	48.78	42.793.55
1,088.99	18,279.90	38,646.74	57,585.75	18,000.00	10,178.12	85,763.87
1,087.32	23,009.70	74,445.95	132,941.87	990.28	26,887.48	160,819.63
112.66	40,527.38	24,619.08	57,569.84	25,000.00	4,473.72	87,043.56
24.63	4,400.03	25,548.65	41,293.59	....	17,768.45	59,062.04
3,074.54	88,090.35	50,844.50	100,690.61	198.580.00	37,312.27	336,582.88
72.76	10;999.41	17,711.49	33,764.18	10,792.03	5,734.90	50,291.11
9,561.04	29,612.63	171,579.09	313.758.85	....	18,163.88	331,922.73
580.27	26,351.10	47,358.40	72,801.84	22,500.00	....	95,301.84
283.08	2,924.82	22,309.16	40,529.10	546.34	15,422.77	56,498.21
151.69	131,861.74	27,253.19	65,945.01	29,713.97	93,115.80	188,774.78
....	280,223.84	203,852.77	337,502.36	5,334.46	356,596.66	699,433.48
3,357.05	68,871.23	53,498.99	94,768.45	51,095.28	10,993.50	156,857.23
7,761.73	103,027.90	201,017.72	373,356.36	80,806.61	9,934.16	464,097.13
1,689.55	....	18,406.67	20,417.69	....	....	20,417.69
148.47	241,852.15	16,738.47	39,379.60	241,023.16	14,745.43	295,148.19
247.77	8,934.98	30,110.08	62,589.49	....	1,996.88	64,586.37
16,440.17	72,070.06	118,133.93	246,277.11	71,189.22	18,010.23	335,476.56
1,438.66	15,538.64	25,717.75	40,378.99	14,000.00	866.48	55,245.47
4,376.37	7,351.69	36,261.88	64,997.39	10,491.00	17,655.59	93,143.98
6,391.19	181,144.56	394,020.22	660,094.05	412,299.66	....	1,072.393.71
9,906.70	10,906.91	216,610.29	380,765.25	4,371.58	158,182.25	543.319.08
1,468.38	28,851.79	34,748.33	69,349.98	27,730.88	29.01	97,109.87
2,985.37	2,361.38	38,600.58	63,812.34	135.00	10,481.73	74,429.07
253.42	17,100.43	26,395.72	41,479.12	15,000.00	2,159.14	58,638.26
11,676.17	527,605.89	378,736.00	624,134.55	463;169.82	42,218.73	1,129,523.10
4,997.48	33,719.02	134,832.26	246,173.37	350,000.00	50,723.67	646,897.04
1,632.81	....	105,124.21	162,463.61	1,977.43	27.93	164,468.97
1,016.28	83,561.32	61,484.99	139,064.68	60,098.01	1,071.39	200,234.08
1,271.37	178.53	25,234.00	49,703.14	....	21,398.70	71,101.84
495.31	8,592.81	28,360.55	40,428.53	8,000.00	11,710.69	60,139.24
1,848.89	6,142.67	33,723.35	82,744.21	....	....	82,744.21
4,658.84	2,099.22	45,809.12	92,267.60	1,127.59	28,325.79	121,720.98
....	....	57,894.40	99,464.38	61.45	30,105.39	129,631.22
75,535.56	784,309.33	3,818,124.95	5,666,084.76	1,617,167.90	3,574,568.85	10,857,821.51
270.16	218.55	23,523.50	38,805.16	331.18	22,561.85	61,698.19
3,693.15	27,839.96	46,658.12	110,310.67	18,619.75	20,851.62	149,782.04
2,670.05	3,385.01	50,119.61	93,291.56	445.48	11,903.81	105,640.85
1,797.80	1,902.08	33,202.70	58,270.81	611.92	39,273.40	98,156.13
2,060.16	26;111.24	40,963.78	81,237.24	205,592.73	38,926.27	325,756.24
64.49	31,817.41	36,093.13	63,928.82	32,378.44	7,800.15	104,107.41
401.90	96.55	10,280.25	16,280.31	32.10	7,525.56	23,837.97
12,104.35	7,022.87	257,142.68	361,783.65	1,785.01	210,503.67	574,072.33
383.48	52,936.79	26,481.21	56,266.28	40,300.00	2,691.67	99,257.95
....	....	15,636.65	21,402.67	2,199.12	....	23,601.79
409.12	2,062.50	20,553.22	33,463.77	....	12,886.02	46,349.79
738.00	40,001.66	32,521.45	61,142.53	38,390.26	2,188.90	101,721.69
1,726.13	20,561.96	32,915.67	51,387.23	19,584.00	3,503.06	74,474.29
135.87	7,607.49	42,829.84	63,091.09	6,626.71	8,057.80	77,775.60
150.00	2,077.79	23,900.00	36,792.58	2,009.00	12,496.04	51,297.62
8,609.59	626,948.18	459,666.92	752.137.43	760,259.22	143,575.46	1,655,972.11
2,383.12	125,676.90	31,408.07	78,044.17	107,871.00	27,811.16	213,726.33

TABLE 43.—*City*

Location	Expendi				
	Total	Control	Instruction	Operation	Maintenance
Rhinelander	101,194.08	3,874.15	77,010.17	9,578.20	8,111.11
Rice Lake	73,537.02	4,260.00	55,195.91	9,143.46	3,589.33
Richland Center	72,330.32	1,133.80	50,083.21	7,436.77	3,603.69
Ripon	141,389.72	3,675.87	46,489.52	8,178.58	1,488.10
River Falls	54,504.33	500.00	25,846.66	6,387.72	4,814.75
Shawano	80,434.25	3,071.96	43,118.53	8,392.41	900.69
Sheboygan	740,935.82	8,088.10	277,108.73	31,764.45	11,501.38
South Milwaukee	89,165.20	4,858.10	60,253.00	12,468.05	11,586.05
Stanley	39.625.76	3,866.16	28,854.26	5,016.44	1,431.94
Stevens Point	123,776.59	5,542.35	88,896.35	18,748.24	5,984.29
Stoughton	115,717.64	4,392.59	70,475.26	12,860.67	5,413.63
Sturgeon Bay	57,453.11	816.25	42,883.69	9,642.74	3,019.43
Superior	553,707.99	13,177.99	422,753.83	69,914.77	12,715.99
Tomahawk	43,833.56	1,983.21	30,651.91	7,080.41	1,366.27
Two Rivers	434,404.78	6,779.57	60,948.37	8,852.64	2,332.84
Viroqua	64,954.73	513.90	42,448.15	8,891.06	1,806.28
Washburn	90,734.64	3,635.63	55,259.91	7,984.57	931.47
Watertown	87,041.06	6,147.87	61,703.58	12,364.78	4,525.72
Waukesha	183,869.95	6,568.61	125,054.30	22,192.38	4,152.91
Waupaca	57,077.52	3,649.48	32,956.65	5,103.66	388.11
Waupun	94,009.33	3,275.00	45,841.74	10,499.36	1,670.35
Wausau	363,907.83	7,076.53	173,838.92	35,587.24	10,894.84
Wauwatosa	122,716.99	6,045.35	82,778.20	16,566.19	6,535.52
West Allis	566,394.14	9,896.56	221,590.07	43,528.54	12,885.39
Whitewater	39,996.69	1,738.98	29,324.74	4,160.27	1,818.05
Wisconsin Rapids	188,459.09	5,172.03	76,754.23	24,333.52	6,041.62

Finances, 1921–22—Continued.

tures		Teachers salaries	Receipts			
Miscellaneous	Outlays		Revenue	Non-revenue	1921 Balance	Total
2,175.00	445.45	69,469.00	101,154.00	....	8,945.29	110,099.29
254.48	1,093.84	45,823.23	79,763.46	....	9,312.80	89,076.26
1,873.76	8,199.09	39,991.00	73,165.45	....	112.61	73,278.06
2,505.23	79,052.42	40,488.20	70,997.43	61,631.83	18,282.19	150,911.45
1,708.83	15,246.37	17,084.48	41,735.23	15,059.39	3,607.77	60,402.39
1,338.90	23,611.76	37,748.78	80,612.21	1,742.10	17,944.54	100,298.85
5,659.18	406,813.98	209,021.80	274,658.35	317,899.23	369,082.05	961,639.63
....	....	42,410.05	82,559.67	31.12	17,189.40	99,780.19
456.96	....	22,640.97	41,649.83	....	1,410.86	43,060.69
1,065.87	3,538.89	64,223.46	152,331.27	121.30	32,005.30	184,457.87
2,351.69	20,223.80	59,808.68	111.103.95	3,738.97	1,067.50	115,910.42
88.57	1,002.43	35,092.29	61,987.50	585.83	17,854.66	80,427.99
6,404.22	28,741.19	357,208.96	562,539.08	6,672.66	211,540.92	780,752.66
1,722.10	1,029.66	26,353.18	43,219.99	359.64	438.55	44,018.18
2,806.33	352,685.03	52,921.16	226,905.19	307,594.35	47,350.37	581,849.91
2,745.94	8,549.40	33,843.08	63,838.53	1,116.20	....	64,954.73
611.35	22,311.71	49,695.56	57,320.87	27,777.91	5,846.63	90,945.41
....	2,299.11	55,538.04	92,272.58	206.58	35,367.49	127,846.65
5,469.31	20,432.44	110,577.82	167,028.02	1,120.98	105,793.27	273,942.27
574.97	14,404.65	28,742.90	52,101.02	10,074.79	7,363.76	69,539.57
1,762.99	30,959.89	90,322.81	75,278.31	25,086.57	5,715.09	106,079.97
4,101.61	132,408.69	148,189.31	252,467.10	96,455.11	1,724.96	350,647.17
2,701.56	8,090.17	70,020.20	132,639.63	19,897.04	22,372.91	174,909.58
25,832.51	252,661.07	180,646.28	291,582.41	316,355.92	164,236.60	772,174.93
2,202.33	752.32	23,376.85	44,247.43	....	11,285.57	55,533.00
4,749.60	71,408.09	58.863.77	121,037.25	65,354.59	7,897.54	194,289.38

5,613,686
971,171.42
6,584,857.42

TABLE 43.—*High Schools, 1920–21*

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enroll ment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Grand Totals..	63,887	9.400	3,287	*$913,334.00	$5,058,763.56	7,660	11,285	2,683	23,328	72,423	10,640	3.516	*$971,171.42	$5,613,686.00	9,930	11,644	3,199	28,542
Abbottsford.....	79	15	4	2,000.00	5,980.00	......	......	......	79	111	121	4	2,000.00	6,200.00	......	......	......	110
Albany.........	66	16	4	1,700.00	5,720.00	15	20	......	......	67	214	4	2,000.00	6,265.00	16	27	......	......
Algoma.........	164	21	9	2,750.00	12,111.00	30	37	36	94	176	435	9	3,000.00	15,560.00	29	38	64	94
Alma...........	83	11	5	2,250.00	6,700.00	33	16	......	24	86	290	5	2,250.00	6,840.00	31	23	......	35
Alma Center....	50	9	3	1,800.00	3,960.00	......	......	......	21	48	......	3	1,700.00	4,193.00	......	......	......	51
Almond.......	94	11	7	2,314.00	8,198.65	......	27	......	......	89	94	7	2,100.00	8,006.00	......	16	......	......
Altoona........	27	3	3	2,000.00	3,603.75	......	9	......	......	37	......	3	2,000.00	3,768.00	......	16	......	......
Amery.........	162	29	6	2,000.00	6,815.00	......	36	......	48	171	......	6	2.200.00	8,216.00	......	23	......	104
Amherst........	84	15	3	1.500.00	3,795.00	......	......	......	......	103	239	4	2,000.00	5,350.00	......	......	......	......
Antigo........	534	86	26	2,700.00	33,483.50	47	60	......	312	595	......	27	2,900.00	38,097.00	64	76	......	326
Appleton.......	749	82	35	3,500.00	64,939.20	149	86	......	259	905	1,118	35	4,500.00	68,455.00	173	116	......	348
Arcadia........	109	14	8	2,200.00	11,208.75	......	......	......	......	145	......	9	2,500.00	11,663.00	34	60	......	70
Arkansaw.......	36	5	2	1,755.00	3,105.00	......	......	......	......	49	......	3	1,710.00	4,480.00	14	14	31	10
Arena..........	65	15	4	2,250.00	7,200.00	......	33	23	......	54	118	3	2,250.00	5,110.00	......	......	......	......
Argonne........	28	6	3	2,050.00	4,715.00	10	......	10	......	32	6	3	2,500.00	5,777.00	7	......	......	......
Argyle..........	74	8	4	2,250.00	5,637.50	......	......	......	......	77	273	5	2,500.00	5,725.00	......	......	......	......
Ashland........	591	79	29	3,100.00	49,874.99	87	138	......	182	653	1,205	29	3,400.00	47,036.00	37	39	......	171
Athens.........	59	5	5	2,000.00	5,822.00	......	......	12	......	66	109	5	2,000.00	5,824.00	......	......	21	......
Auburndale.....	18	1	3	3,000.00	5,420.00	4	9	......	......	32	5	2	2,250,00	3,690.00	......	......	......	......
Augusta........	144	25	8	*2,600.00	14,177.32	30	17	......	85	167	434	11	1,350.00	15,100.00	47	38	......	156
Avoca..........	41	11	2	1,800.00	2,970.00	......	......	......	......	48	......	2	2,000.00	3,350.00	......	......	......	......
Baldwin........	77	12	4	1,700.00	4,540,72	......	32	......	......	90	......	4	2,600.00	5,220.00	......	23	......	......
Balsam Lake....	32	2	2	1,800.00	3,200.00	......	......	......	......	35	6	3	1,750.00	3,325.00	......	......	......	......
Bangor.........	87	14	4	1,900.00	4,618.59	......	......	......	......	80	289	4	2,100.00	5,720.00	......	......	......	......
Baraboo........	366	50	16	*3,400.00	28,399.85	51	55	......	91	381	1,170	16	*3,400.00	27,179.00	47	......	......	194

Barron	190	34	9	2,400.00	11,803.75	27	54	42	......	200	346	9	2,700.00	12,625.00	39	32	36	......
Bayfield	102	12	6	2,700.00	7,540.00	26	28	......	14	112	237	6	2,800.00	7,990.00	32	42	......	......
Bear Creek	48	4	3	1,600.00	3,600.00	......	......	......	......	68	35	3	1,800.00	3,820.00	......	......	......	......
Beaver Dam	267	51	13	2,500.00	18,911.86	37	83	......	83	303	766	13	2,200.00	19,675.00	51	86	......	90
Belleville	55	8	6	1,800.00	7,514.00	......	13	23	......	66	225	6	1,900.00	7,144.00	......	18	35	......
Belmont	66	13	4	2,600.00	6,775.00	......	17	13	......	61	......	4	2,600.00	583.00	......	27	22	......
Beloit	893	128	31	3,300.00	51,403.02	170	56	......	118	877	1,835	30	3,300.00	50,900.00	197	142	......	123
Benton	84	16	4	1,665.00	5,791.00	......	......	......	......	79	210	4	2,300.00	6,125.00	......	......	......	......
Berlin	259	48	11	*3,000.00	15,474.00	......	63	......	165	275	1,027	14	*3,000.00	20,147.00	44	35	......	104
Birchwood	38	6	2	1,800.00	2,970.00	......	......	......	......	40	35	3	1,800.00	4,410.00	......	......	......	36
Birnamwood	47	15	3	2,000.00	4,260.00	......	......	......	47	53	......	3	2,000.00	4,200.00	......	......	......	53
Black Earth	52	11	3	1,818.00	3,886.00	......	......	......	......	50	......	3	2,250.00	4,669.00	......	......	......	45
Black Rv. Falls	188	33	11	2,200.00	12,905.33	38	49	......	17	185	754	10	2,500.00	12,175.00	30	49	......	91
Blair	83	8	5	2,000.00	5,982.00	25	36	......	......	102	204	5	2,200.00	7,049.00	25	36	......	......
Blanchardville	68	15	4	2,400.00	7,370.00	......	......	34	......	85	141	4	2,400.00	7,175.00	......	......	......	......
Bloomer	86	17	5	2,400.00	8,355.00	......	......	24	......	108	483	5	2,400.00	8,255.00	......	......	37	......
Bloomington	77	7	4	2,250.00	6,550.00	......	......	......	......	79	361	5	2,250.00	7,350.00	......	......	......	......
Blue River	65	15	4	1,850.00	5,690.00	......	22	......	......	59	83	4	1,800.00	646.00	......	19	......	......
Boscobel	156	35	8	2,500.00	10,185.50	......	49	38	86	126	459	8	2,900.00	11,027.00	......	45	27	24
Boyceville	52	9	2	1,800.00	3,015.00	......	......	......	......	38	27	2	1,800.00	3,015.00	......	......	......	......
Boyd	25	4	3	1,575.00	4,078.00	......	......	......	25	36	66	3	1,575.00	3,583.00	......	......	......	36
Brandon	56	8	4	2,000.00	5,500.00	......	......	......	46	71	310	4	2,300.00	5,050.00	......	......	......	53
Brillion	106	14	6	2,590.00	6,514.16	......	29	......	......	114	250	7	2,500.00	9,534.00	29	34	......	......
Brodhead	116	22	7	*1,900.00	8,913.60	51	33	......	......	134	478	7	*2,500.00	10,352.00	28	42	......	......
Brooklyn	61	14	5	1,500.00	4,822.05	......	19	......	22	59	143	3	2,000.00	4,540.00	......	......	......	......
Bruce	85	12	4	1,500.00	3,997.50	......	......	......	......	88	125	4	2,000.00	5,145.00	......	27	26	......
Burlington	257	34	12	*3,500.00	18,236.25	67	91	......	205	285	738	13	*3,500.00	20,452.00	69	94	......	246
Butternut	43	11	3	1,500.00	4,150.00	......	11	......	......	60	76	3	1,500.00	4,150.00	......	15	......	......
Cable	25	1	2	1,350.00	2,327.50	......	......	......	......	33	32	2	1,575.00	2,500.00	......	......	......	......
Cadott	66	7	3	1,845.00	3,870.00	......	......	......	......	57	207	3	1,800.00	4,140.00	......	......	......	......
Cambria	51	12	4	1,800.00	5,210.00	......	......	......	......	47	188	4	2,250.00	5,699.00	......	......	......	......
Cambridge	115	20	5	1,800.00	8,152.50	......	......	......	100	117	328	5	2,500.00	7,954.00	......	......	......	112
Cameron	67	8	3	1,600.00	3,922.50	......	......	......	......	72	55	3	1,800.00	5,750.00	......	......	......	......
Campbellsport	69	11	3	1,900.00	5,050.00	......	......	......	......	64	112	3	2,000.00	4,835.00	......	......	......	......
Camp Douglas	23	3	3	1,800.00	4,140.00	......	......	......	......	28	53	3	2,000.00	4,442.00	......	......	......	......
Casco	39	5	2	1,700.00	3,700.00	......	......	......	......	50	28	2	3,000.00	4,800.00	......	......	......	......
Cashton	76	12	4	2,000.00	5,030.00	......	......	......	......	79	215	4	2,000.00	5,705.00	......	......	......	......
Cassville	82	17	4	2,100.00	6,375.75	......	......	......	70	73	303	4	2,250.00	6,825.00	......	......	......	65
Cedarburg	97	17	6	2,200.00	7,910.00	......	23	......	97	92	284	6	2,400.00	8,370.00	......	21	......	45
Centuria	37	......	2	1,700.00	3,100.00	......	......	......	......				No	Data				

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Chetek	103	11	5	1,800.00	6,480.00	.....	.....	.....	.....	120	.....	6	1,800.00	7,920.00	.....	.....	.....	.....
Chilton	121	17	8	3,000.00	13,270.00	.....	46	42	23	146	495	8	3,100.00	13,855.00	.....	50	36	22
Chippewa Falls	391	62	25	3,000.00	44,052.00	59	78	73	97	440	1,177	22	3,000.00	35,941.00	112	85	100	124
Clayton	38	8	3	1,800.00	4,365.00	.....	.....	.....	.....	44	35	3	1,800.00	4,050.00	.....	.....	.....	.....
Clear Lake	79	16	4	1,750.00	4,807.50	.....	.....	.....	.....	87	76	4	2,200.00	6,025.00	.....	.....	.....	.....
Clinton	99	17	5	2,500.00	7,146.25	.....	23	.....	.....	90	345	5	2,600.00	7,192.00	13	26	.....	.....
Clintonville	168	25	10	*3,500.00	14,248.60	51	57	.....	21	204	.....	10	*3,600.00	14,456.00	50	68	.....	30
Cobb	36	2	3	1,800.00	4,260.00	.....	20	15	.....	49	285	3	1,600.00	3,690.00	.....	21	23	.....
Cochrane	45	5	2	1,600.00	2,950.00	.....	.....	.....	.....	53	15	3	1,620.00	4,770.00	.....	28	24	.....
Colby	80	11	4	2,000.00	6,150.00	.....	.....	.....	68	107	214	5	2,000.00	6,731.00	.....	.....	29	60
Coleman	50	10	2	1,530.00	2,880.00	.....	.....	.....	.....	57	59	2	1,485.00	2,655.00	.....	.....	.....	.....
Colfax	98	20	6	2,000.00	9,515.00	19	26	.....	27	93	102	6	1,900.00	7,962.00	32	8	.....	49
Coloma	54	8	3	1,800.00	4,230.00	.....	.....	.....	.....	52	17	3	1,800.00	4,275.00	.....	.....	.....	.....
Columbus	198	24	11	*3,500.00	17,140.48	27	45	31	103	214	710	9	*3,500.00	15,425.00	28	39	20	92
Cornell	64	11	4	2,200.00	6,392.00	.....	23	.....	.....	86	.....	4	1,170.00	4,165.00	.....	16	.....	22
Crandon	111	17	6	2,500.00	6,323.33	.....	36	37	37	117	....	6	2,500.00	7,225.00	.....	14	31	48
Crivitz	36	3	3	2,250.00	3,937.50	.....	.....	.....	.....	53	26	3	2,250.00	4,770.00	.....	.....	.....	.....
Cuba City	92	15	5	2,200.00	6,651.00	.....	39	.....	.....	115	230	6	2,500.00	8,748.00	.....	45	.....	.....
Cudahy	58	22	12	2,500.00	21,623.96	13	4	.....	44	98	77	13	3,000.00	21,614.00	8	9	.....	82
Cumberland	160	28	8	2,300.00	10,730.00	.....	.....	.....	42	190	411	9	2,800.00	12,645.00	.....	.....	.....	110
Darien	28	8	3	2,000.00	4,382.50	.....	7	.....	.....	33	83	4	2,000.00	5,550.00	.....	11	.....	.....
Darlington	178	30	8	2,500.00	11,970.45	.....	.....	.....	.....	178	694	8	2,500.00	11,347.00	.....	.....	.....	.....
Deerfield	60	13	3	1,710.00	4,230.00	.....	.....	.....	.....	63	241	3	2,000.00	4,700.00	.....	.....	.....	.....
De Forest	79	23	5	2,360.00	7,820.00	.....	.....	.....	.....	89	468	5	2,360.00	7,830.00	31	30	.....	.....
Delavan	205	25	9	3,500.00	12,300.00	.....	40	.....	99	222	.....	11	3,500.00	11,925.00	45	27	.....	80
Denmark	86	9	4	1,800.00	4,488.75	.....	.....	.....	.....	135	21	7	2,250.00	8,049.00	.....	.....	.....	11
De Pere	100	21	7	*2,700.00	8,957.00	21	36	.....	31	113	.....	7	*2,700.00	10,197.00	26	41	.....	39
Dodgeville	170	39	10	3,000.00	14,134.00	.....	44	43	53	193	878	9	3,000.00	15,011.00	.....	60	49	62
Downing	37	8	2	1,600.00	3,000.00	.....	.....	.....	.....	29	55	2	1,700.00	3,100.00	.....	.....	.....	.....
Durand	145	32	9	2,600.00	12,891.25	.....	35	44	59	135	399	9	2,600.00	14,264.00	.....	21	36	42

Eagle River....	86	13	5	1,900.00	7,550.00	.....	.....	.....	49	102	155	5	2,000.00	7,400.00	.....	.....	.....	80
East Troy......	111	20	7	2,000.00	8,067.50	.....	40	.....	38	130	367	6	2,200.00	8,520.00	.....	50	17	88
Eau Claire.....	867	135	43	3,000.00	65,043.13	91	290	.....	682	932	2,298	42	3,800.00	76,013.00	105	115	.....	407
Edgar.........	67	10	4	2,250.00	6,019.50	.....	.....	.....	56	72	115	4	2,250.00	5,647.00	.....	.....	.....	34
Edgerton......	273	44	10	*3,300.00	13,375.00	55	73	.....	121	297	686	14	*3,600.00	19,117.00	57	68	.....	176
Elcho.........	23	3	2	2,000.00	3,090.00	.....	.....	.....	.....	31	10	2	2,000.00	3,215.00	.....	.....	.....	.....
Eleva.........	43	4	2	1,575.00	2,655.00	.....	.....	.....	.....	44	37	2	1,800.00	2,790.00	.....	.....	.....	.....
Elkhart Lake...	44	6	2	1,620.00	3,016.04	.....	.....	.....	.....	41	24	3	1,800.00	4,140.00	.....	.....	.....	.....
Elkhorn........	146	32	7	*3,200.00	11,168.59	.....	.....	.....	83	163	746	8	*3,200.00	12,866.00	.....	.....	.....	58
Elk Mound....	49	7	3	2,000.00	4,345.00	.....	.....	.....	.....	55	15	3	2,250.00	4,725.00	.....	.....	.....	.....
Ellsworth.......	156	24	6	3,000.00	10,340.00	.....	65	48	.....	175	501	7	2,600.00	12,076.00	.....	67	50	.....
Elmwood.......	90	19	4	1,700.00	5,637.50	.....	.....	.....	.....	100	109	4	2,100.00	5,332.00	.....	.....	.....	.....
Elroy..........	127	19	7	2,000.00	8,440.00	.....	.....	.....	103	126	472	7	2,000.00	9,705.00	.....	.....	.....	84
Evansville......	167	23	9	*3,000.00	13,343.15	.....	44	.....	73	191	810	9	*3,300.00	14,557.00	.....	53	.....	89
Fairchild......	49	7	4	2,000.00	4,595.00	.....	20	.....	.....	64	.....	6	2,500.00	6,145.00	.....	24	.....	.....
Fall Creek......	30	8	2	1,350.00	2,475.00	.....	.....	.....	.....	35	.....	2	2,000.00	3,200.00	.....	.....	.....	.....
Fall River......	49	10	4	1,700.00	5,150.00	.....	.....	.....	49	50	69	4	2,000.00	5,780.00	.....	.....	.....	58
Fennimore......	160	27	11	2,700.00	11,915.00	.....	21	59	83	186	473	9	2,700.00	12,459.00	.....	64	57	104
Fifield..........	25	3	2	1,800.00	2,925.00	.....	.....	.....	.....	29	42	2	1,800.00	3,150.00	.....	.....	.....	.....
Fish Creek......	73	8	4	2,400.00	6,360.00	.....	35	24	.....	75	25	4	2,600.00	6,835.00	.....	28	12	.....
Florence........	82	16	6	2,612.50	7,611.88	.....	.....	.....	64	81	327	5	2,612.50	8,134.00	.....	.....	.....	40
Fond du Lac....	848	102	39	3,000.00	75,959.85	120	167	.....	341	1,054	1,985	43	3,500.00	75,100.00	204	183	.....	568
Ft. Atkinson....	296	38	13	*3,500.00	21,968.00	.....	78	28	131	331	1,020	17	2,750.00	25,975.00	.....	68	40	139
Fountain City...	49	13	5	2,200.00	5,295.00	.....	.....	.....	49	61	152	4	2,500.00	5,150.00	.....	.....	.....	60
Fox Lake......	61	13	4	2,400.00	6,463.00	25	28	.....	.....	68	262	5	2,500.00	7,088.00	15	26	.....	.....
Frederick......	100	14	5	2,000.00	6,765.00	.....	62	38	.....	114	96	6	2,250.00	9,450.00	.....	69	45	.....
Freedom.......	16	2	1	1,575.00	1,575.00	.....	.....	.....	.....	25	.....	2	1,575.00	2,860.00	.....	.....	.....	.....
Friendship......	93	15	5	2,000.00	7,115.00	.....	37	.....	.....	108	.....	5	2,000.00	7,175.00	.....	33	.....	.....
Galesville.......	156	30	9	2,300.00	11,063.00	.....	39	59	.....	143	397	8	2,200.00	12,779.00	30	39	29	19
Gays Mills......	41	9	3	2,000.00	4,475.00	.....	.....	.....	.....	63	17	3	2,050.00	4,525.00	.....	.....	.....	.....
Genoa Jct......	51	11	4	2,000.00	6,041.00	.....	.....	.....	48	60	104	4	2,000.00	6,050.00	.....	.....	.....	30
Gillett..........	77	16	5	2,100.00	5,910.00	.....	36	.....	50	86	86	5	2,000.00	5,657.00	.....	26	.....	58
Gilman.........	32	5	2	1,800.00	2,925.00	.....	.....	.....	.....	51	18	3	2,000.00	4,385.00	.....	.....	.....	.....
Gilmanton......	50	12	3	2,080.00	4,315.10	.....	20	22	.....	52	59	3	1,800.00	4,670.00	.....	18	26	.....
Glenbeulah.....	36	12	2	1,440.00	2,340.00	.....	.....	.....	.....	30	189	2	1,440.00	2,610.00	.....	.....	.....	.....
Glenwood City..	111	14	7	2,250.00	7,306.00	20	48	.....	.....	122	371	6	2,250.00	7,582.00	22	45	.....	.....
Glidden........	40	6	3	2,000.00	5,450.00	.....	5	.....	27	52	53	3	2,115.00	5,040.00	.....	15	.....	32
Goodman.......	37	7	6	2,400.00	5,054.89	21	18	.....	.....	45	.....	6	2,400.00	5,511.00	18	12	.....	.....
Gordon.........	20	2	2	1,215.00	2,250.00	.....	.....	.....	.....	21	.....	2	1,440.00	2,565.00	.....	.....	.....	.....
Grafton........	38	4	4	1,900.00	4,631.90	.....	16	18	.....	40	60	3	2,400.00	5,056.00	.....	18	22	.....

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual raining	Domestic science	Agriculture	Commercial
Granton	86	11	5	2,250.00	6,419.00	....	37	....	....	93	44	6	2,700.00	8,949.00	....	30	....	45
Grantsburg	109	17	7	2,000.00	9,866.00	21	53	....	....	134	17	6	2,025.00	7,646.00	39	47	....	....
Gratiot	36	8	2	1,650.00	2,812.50	....	....	....	....	41	4	2	1,642.50	2,902.00	....	....	....	....
Green Bay E.	586	94	18	3,000.00	29,430.80	74	46	....	108	698	103	38	3,200.00	46,513.00	164	104	....	302
Green Bay W.	526	79	24	3,000.00	33,020.00	125	123	....	122	602	117	26	3,200.00	42,310.00	149	133	....	145
Green Lake	53	8	4	1,800.00	4,355.16	....	18	29	....	66	11	4	2,000.00	5,335.00	....	38	28	....
Greenwood	101	21	5	1,800.00	7,595.00	....	28	35	....	121	19	6	2,000.00	9,480.00	....	31	....	....
Hammond	38	7	2	1,600.00	3,040.00	....	....	....	....	44	6	2	1,600.00	2,950.00	....	....	....	....
Hancock	42	12	5	1,800.00	5,625.00	....	14	....	39	54	8	4	2,000.00	5,468.00	....	13	....	34
Hartford	204	36	10	2,800.00	18,902.50	56	48	....	74	235	27	11	3,000.00	19,100.00	53	50	....	69
Hartland	61	3	4	2,000.00	4,682.00	....	26	....	9	78	12	4	2,000.00	5,345.00	....	25	....	21
Hawkins	30	8	2	1,500.00	2,625.00	....	....	....	....	37	2	2	1,650.00	2,865.00	....	....	....	....
Hayward	137	17	7	*2,500.00	10,624.50	....	43	35	41	171	33	8	*2,500.00	10,729.00	....	34	27	89
Hazel Green	40	7	3	1,350.00	3,082.50	....	....	....	....	35	10	4	2,000.00	4,446.00	....	....	....	....
Highland	88	14	6	2,400.00	7,110.00	....	....	32	41	88	12	5	2,500.00	7,275.00	....	....	33	31
Hilbert	36	5	2	1,800.00	2,745.00	....	....	....	....	49	5	2	1,600.00	2,815.00	....	....	....	....
Hillsboro	80	12	6	1,800.00	6,463.50	20	26	26	45	91	16	6	2,200.00	7,982.00	21	24	27	46
Hixton	78	15	4	1,900.00	6,400.00	....	35	....	....	76	17	4	2,000.00	6,500.00	....	40	....	....
Holcombe	28	....	2	1,800.00	3,015.00	....	....	....	....	29	6	2	2,100.00	3,225.00	....	....	....	....
Hollandale	48	7	3	1,800.00	3,870.00	....	....	....	....	48	7	3	1,800.00	3,870.00	....	....	....	....
Holman	49	9	4	2,400.00	5,955.00	7	10	25	10	55	9	4	2,000.00	6,025.00	10	27	28	....
Horicon	106	16	7	*2,500.00	8,233.08	37	31	....	51	131	19	6	*2,750.00	6,760.00	....	....	....	77
Hortonville	77	11	3	2,000.00	4,650.00	....	....	....	51	84	13	4	2,500.00	6,500.00	....	....	26	45
Howard's Grove	20	....	2	1,710.00	2,162.50	....	....	....	....	29	....	2	1,710.00	2,601.00	....	....	....	....
Hudson	222	27	14	3,000.00	17,420.00	55	83	....	46	252	46	14	3,250.00	18,732.00	43	43	....	68
Humbird	49	7	4	2,700.00	4,839.00	....	....	....	....	43	7	4	2,300.00	4,211.00	....	12	....	....
Hurley	227	29	11	1,600.00	13,768.25	70	43	....	52	243	48	11	1,650.00	15,000.00	62	23	....	111
Independence	77	5	5	1,575.00	5,813.75	....	18	....	9	77	19	5	1,600.00	6,280.00	....	21	....	33
Ingram	19	5	2	1,450.00	2,550.00	....	....	....	....	23	8	2	1,500.00	2,850.00	....	....	....	....
Iola	72	8	3	1,750.00	4,350.00	....	....	....	....	91	8	3	2,000.00	4,950.00	....	....	....	....

Iron Belt	35	6	4	2,400.00	3,937.50	13	16	......	......	53	7	4	2,400.00	5,403.00	15	23	......	......
Iron River	70	7	4	2,000.00	4,465.00	......	......	......	......	82	8	4	2,000.00	4,690.00	......	......	......	......
Ithaca	65	6	4	2,200.00	6,550.00	......	23	51	......	67	11	4	2,200.00	6,250.00	......	22	42	......
Janesville	645	113	44	3,200.00	57,140.91	140	134	59	282	713	125	38	3,450.00	69,625.00	97	82	51	209
Jefferson	147	30	11	*1,400.00	15,035.00	36	34	......	46	158	28	12	*3,000.00	15,165.00	37	41	......	45
Johnson Creek	32	8	3	2,200.00	3,280.00	......	......	......	......	39	6	3	2,200.00	3,970.00	......	......	......	......
Juda	43	11	3	2,000.00	4,025.00	......	......	......	......	37	10	3	2,100.00	4,620.00	......	......	......	......
Juneau	67	9	4	2,500.00	5,625.00	......	......	......	57	80	18	4	2,375.00	6,507.00	......	......	......	38
Kaukauna	192	33	12	*3,600.00	15,272.00	......	85	......	55	220	33	16	*3,600.00	18,850.00	60	56	......	45
Kendall	54	9	3	1,500.00	2,692.51	......	......	......	......	68	8	3	2,000.00	4,340.00	......	......	......	......
Kenosha	914	67	41	3,500.00	64,352.13	42	26	......	231	1,169	90	52	3,650.00	81,680.00	163	129	......	212
Kewaskum	35	7	3	1,900.00	5,975.00	......	......	......	......	42	7	3	2,000.00	4,475.00	32	46	......	49
Kewaunee	145	27	9	2,700.00	13,200.00	......	35	......	52	162	25	10	2,700.00	14,962.00	......	......	......	......
Kiel	115	22	7	2,400.00	11,025.50	27	41	......	68	121	23	8	2,700.00	12,332.00	14	31	......	65
Kilbourn	110	15	9	2,000.00	10,786.80	18	25	......	......	147	28	11	2,000.00	10,453.00	27	14	......	......
La Crosse	1,265	173	46	3,200.00	103,671.71	253	251	......	615	1,423	203	48	3,850.00	86,370.00	261	234	......	722
Ladysmith	221	33	9	*2,500.00	15,849.77	39	107	......	57	238	33	10	*2,800.00	14,095.00	39	52	......	120
La Farge	90	11	5	2,040.00	6,390.00	......	41	29	......	94	13	6	2,259.00	7,985.00	......	35	34	......
Lake Geneva	196	34	10	2,200.00	16,712.69	51	25	......	58	195	30	10	2,300.00	16,492.00	38	24	......	131
Lake Mills	160	24	9	*2,500.00	13,165.00	......	......	......	48	187	41	10	*2,800.00	16,292.00	......	......	......	48
Lancaster	212	30	10	2,800.00	14,274.90	42	78	......	56	234	39	10	3,000.00	16,009.00	38	70	......	55
Laona	66	8	4	2,700.00	6,085.37	......	33	28	......	56	8	5	2,600.00	5,383.00	......	16	26	32
Lena	37	8	2	2,529.00	4,230.00	......	......	......	......	53	8	2	2,000.00	3,500.00	......	......	......	......
Linden	37	10	4	1,665.00	5,074.38	......	......	......	14	38	3	4	1,800.00	4,369.00	......	......	......	20
Little Chute	37	10	3	1,620.00	3,915.00	......	......	......	37	51	6	4	1,800.00	5,571.00	......	27	......	35
Livingston	77	11	4	2,750.00	6,485.00	......	25	44	......	81	17	4	3,100.00	7,060.00	......	25	42	......
Lodi	129	23	8	2,800.00	11,892.50	33	39	......	67	137	22	8	2,500.00	10,655.00	47	35	......	41
Lomira	52	5	3	2,400.00	4,640.00	......	......	......	......	40	6	3	2,005.55	3,658.00	9	23	24	8
Lone Rock	69	9	3	1,700.00	3,950.00	......	......	......	......	83	17	3	2,000.00	4,475.00	......	......	......	......
Loyal	98	19	6	2,050.00	8,585.00	......	48	36	......	85	20	6	2,400.00	7,875.00	......	40	30	......
Luck	41	......	2	2,000.00	3,224.00	......	......	......	......	50	5	3	2,500.00	4,875.000	......	......	......	......
Luxemburg	57	11	3	1,900.00	4,229.66	......	......	......	57	62	5	3	2,000.00	4,655.00	......	......	......	......
Madison	1,627	253	73	3,500.00	136,088.00	248	282	......	227	1,974	267	92	4,000.00	168,743.00	340	164	......	802
Maiden Rock	38	6	2	1,800.00	2,925.00	......	......	......	......	35	10	2	1,575.00	2,700.00	......	......	......	......
Manawa	117	24	7	2,400.00	10,075.00	......	21	......	53	130	24	7	2,500.00	10,380.00	......	33	......	71
Manitowoc	742	126	36	3,700.00	57,740.00	151	64	......	401	824	135	38	3,900.00	62,378.00	94	99	......	392
Marinette	562	78	29	3,200.00	29,682.50	125	149	......	174	605	86	27	3,400.00	42,428.00	132	115	......	242
Marion	70	12	4	2,000.00	6,000.00	......	......	......	60	67	12	4	2,400.00	6,500.00	......	......	......	68
Markesan	87	15	5	2,500.00	7,150.63	......	29	19	47	94	16	5	2,200.00	6,273.00	......	25	20	102
Marshall	54	10	3	2,000.00	4,520.00	......	19	20	......	58	7	3	2,000.00	4,497.00	......	34	24	......

TABLE 42. *High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Marshfield	392	54	30	2,375.00	39,394.61	56	123	28	88	449	68	31	2,755.00	47,886.00	54	140	47	254
Mason				(Organized	1921-1922					45	2	2	2,000.25	3,485.00	.....	.....	.....	.....
Mattoon	64	10	4	2,000.00	5,560.00	.....	.....	.....	.....	65	15	4	2,000.00	5,610.00	.....	.....	.....	21
Mauston	214	38	9	2,200.00	12,985.00	.....	58	.....	58	220	46	9	2,600.00	14,015.00	.....	63	.....	88
Mayville	145	20	9	*3,000.00	13,864.90	....	39	....	73	173	22	8	*3,250.00	13,100.00	.....	39	.....	78
Mazomanie	71	19	6	2,000.00	7,302.35	....	22	16	48	75	10	5	2,000.00	6,987.00	.....	.....	22	50
Medford	202	30	9	2,700.00	12,883.32	....	....	....	162	224	38	10	3,000.00	15,265.00	.....	.....	.....	48
Mellen	114	16	8	*2,000.00	8,652.50	35	35	...	21	125	22	9	*2,600.00	8,468.00	41	21	.....	60
Melrose	72	9	3	1,980.00	4,680.00	....	19	....	22	81	17	4	1,980.00	5,265.00	.....	24	27	27
Menasha	173	31	11	*3,500.00	15,711.25	49	67	....	82	200	30	12	*3,800.00	17,175.00	52	48	.....	88
Menomonee Falls	77	19	4	2,500.00	5,861.88	.....	25	....	....	92	14	4	2,400.00	5,720.00	.....	33	.....	.....
Menomonie	308	68	15	2,500.00	20,995.16	.....	.....	....	194	376	73	15	2,500.00	24,458.00	.....	.....	.....	241
Merrill	388	77	17	2,500.00	23,175.34	72	114	....	57	428	72	18	2,500.00	25,756.00	95	133	.....	46
Merrillan	53	9	4	2,100.00	4,742.80	.....	.....	.....	53	57	9	4	2,300.00	5,112.00	.....	17	.....	53
Merrimac	24	....	2	1,350.00	2,137.50	.....	.....	.....	.....	31	7	2	1,800.00	2,415.00	.....	.....	.....	.....
Middleton	75	15	6	2,300.00	10,785.00	20	26	.....	47	84	13	6	2,500.00	10,250.00	26	28	.....	58
Milltown	98	14	7	2,700.00	9,697.50	20	58	28	....	114	22	6	3,000.00	9,126.00	.....	52	19	79
Milton Milton Jc.	168	20	8	2,900.00	14,340.00	.....	35	43	62	193	25	9	2,700.00	15,660.00	.....	50	33	59
Milw (Bay Vw.)	578	69	22	4,280.00	46,469.00	193	213	....	451	674	83	25	5,000.00	60,755.00	253	230	.....	618
Milw (N. Div.)	1,307	125	46	5,000.00	120,200.00	123	75	....	289	1,565	131	53	5,000.00	128,700.00	173	87	.....	307
Milw (Riv'side)	1,253	153	50	5,000.00	122,601.00	80	94	.....	465	1,403	184	52	5,000.00	140,228.00	212	89	.....	1,012
Milw (So. Div.)	1,477	177	52	5,000.00	110,251.10	284	142	.....	1,630	1,738	178	61	5,000.00	143,660.00	163	130	.....	1,912
Milw (Wash.)	1,315	120	49	5,000.00	118,850.00	342	149	.....	1,527	1,663	162	57	5,000.00	140,000.00	484	107	.....	1,525
Milw (W. Div.)	1,381	140	51	4,520.00	119,142.44	129	123	.....	1,072	1,611	171	57	5,000.00	148,600.00	145	107	.....	1,167
Mindoro	26	.....	1	1,500.00	1,500.00	.....	.....	.....	.....	31	1	2	1,820.00	2,925.00	.....	.....	.....	.....
Mineral Point	183	27	10	*3,500.00	15,880.84	56	35	.....	84	210	37	10	*3,500.00	15,214.00	54	40	.....	89
Minocqua	72	16	4	1,800.00	5,440.00	.....	.....	.....	.....	79	10	4	2,250.00	6,255.00	.....	.....	.....	.....
Minong	35	5	2	1,700.00	2,580.67	.....	.....	.....	.....	39	4	2	1,644.37	2,724.00	.....	.....	.....	.....
Mishicot	95	18	4	1,500.00	5,148.00	.....	.....	.....	.....	99	21	4	1,750.00	5,250.00	.....	.....	.....	.....
Mondovi	181	31	10	2,500.00	13,320.00	.....	24	48	84	205	31	8	2,600.00	13,815.00	.....	35	76	55

Monroe	316	54	13	*3,300.00	22,466.58	58	96	......	125	364	64	24	*3,600.00	37,900.00	84	163	......	104
Montello	106	17	7	2,200.00	8,348.25	23	20	......	48	112	18	7	2,600.00	9,146.00	33	18	......	53
Montford	77	15	5	2,000.00	6,740.00	......	25	23	12	71	12	5	2,250.00	8,050.00	29	22	7	15
Monticello	65	11	5	1,600.00	4,761.80	......	......	......	......	71	16	5	1,650.00	5,613.00	......	28	......	......
Mosinee	70	6	5	2,750.00	7,268.75	......	43	......	57	100	12	6	2,440.00	8,465.00	......	39	......	34
Mountain	21	1	2	2,200.00	3,800.00	......	......	......	......	35	2	2	2,200.00	3,800.00	......	......	......	......
Mount Hope	30	3	3	2,400.00	5,032.50	......	12	14	......	42	4	3	2,400.00	5,030.00	......	18	17	22
Mt. Horeb	196	42	9	3,000.00	13,095.00	46	68	24	91	166	30	9	2,500.00	12,745.00	34	43	16	73
Mukwonago	83	19	5	2,000.00	6,140.00	......	23	......	......	82	4	5	2,400.00	7,800.00	......	24	......	......
Muscoda	84	11	5	1,710.00	5,678.57	......	32	......	......	96	17	7	1,881.000	7,798.00	......	29	......	......
Necedah	53	10	3	1,800.00	4,050.00	......	......	......	......	55	12	3	2,000.00	4,430.00	......	......	......	......
Neenah	314	49	14	*3,200.00	19,496.29	53	45	55	195	348	54	14	*3,600.00	22,641.00	50	38	72	209
Neillsville	196	33	12	3,000.00	15,525.00	32	48	35	84	224	32	12	3,000.00	16,023.00	36	53	59	56
Nekoosa	90	12	7	2,700.00	9,331.25	26	27	......	27	91	7	8	3,000.00	11,525.00	31	21	......	38
Nelson				Organized	1921-1922					42	......	2	1,260.00	2,385.00	......	29	13	......
Neshkora	32	2	2	1,215.00	2,205.00	......	......	......	......	31	4	2	1,350.00	1,890.00	......	......	......	......
New Auburn	48	4	2	1,500.00	2,437.50	......	......	......	......	47	5	2	1,500.00	2,475.00	......	......	......	......
New Glarus	52	6	3	2,025.00	4,175.00	......	......	......	......	64	8	4	2,385.00	6,160.00	......	......	......	......
New Holstein	82	10	6	2,500.00	7,816.80	25	28	......	31	102	7	7	2,800.00	9,896.00	36	33	......	41
New Lisbon	157	28	8	2,000.00	10,426.00	29	40	......	68	143	26	8	2,000.00	11,250.00	33	40	......	47
New London	219	33	10	*2,750.00	13,890.75	66	72	19	......	233	40	11	*3,000.00	15,513.00	58	84	......	......
New Richmond	342	72	19	3,000.00	24,680.00	......	77	......	295	334	69	17	3,250.00	24,215.00	......	79	96	237
Niagara	54	9	9	3,000.00	15,634.00	11	14	......	14	75	10	12	3,000.00	16,587.00	21	36	......	20
N. Fond du Lac	96	14	5	2,700.00	8,100.00	......	......	......	71	110	8	5	2,700.00	7,900.00	......	......	......	......
No. Freedom	46	4	3	2,400.00	5,100.00	......	15	......	......	55	13	3	2,000.00	4,700.00	......	14	......	......
Norwalk	46	5	3	2,000.00	4,270.00	......	......	......	......	50	15	3	2,100.00	4,520.00	......	......	......	......
Oakfield	38	5	3	1,800.00	4,185.00	......	......	......	......	53	8	3	1,800.00	4,365.00	......	......	......	......
Oconomowoc	248	37	11	*3,000.00	16,598.75	45	65	......	92	240	33	13	*3,300.00	19,206.00	47	58	......	57
Oconto	296	26	13	2,200.00	17,688.25	80	56	......	128	358	53	15	2,100.00	19,747.00	88	71	......	104
Oconto Falls	147	28	9	2,400.00	11,540.00	......	30	3	49	190	28	9	2,700.00	12,005.00	......	46	......	135
Omro	164	38	9	2,500.00	9,610.00	39	21	35	69	167	32	9	2,600.00	11,923.00	33	32	26	17
Onalaska	67	15	4	*1,800.00	4,570.00	......	......	......	31	48	9	5	*1,800.00	5,070.00	......	......	......	32
Ondassagon	42	8	3	2,000.00	4,500.00	......	16	19	......	42	9	3	2,240.00	5,320.00	......	18	19	......
Ontario	34	6	3	1,700.00	4,100.00	......	......	......	......	43	6	3	1,800.00	3,167.00	......	......	......	......
Oostburg	47	13	3	1,350.00	3,022.50	......	......	......	8	50	13	4	1,575.00	3,292.00	......	......	......	12
Oregon	84	19	3	1,800.00	4,455.00	......	......	......	......	97	11	4	2,115.00	6,085.00	......	......	......	......
Oxfordville	62	8	4	1,800.00	6,114.40	21	27	......	......	73	9	4	1,980.00	6,679.00	23	30	......	......
Osceola	78	23	7	2,200.00	10,127.50	......	33	16	61	83	11	7	2,400.00	10,131.00	......	21	19	40
Oshkosh	1,102	......	40	3,500.00	72,270.87	219	174	......	......	1,194	183	43	3,500.00	75,550.00	235	189	57	769
Osseo	92	13	5	1,800.00	6,255.00	......	38	......	......	100	16	5	1,800.00	6,925.00	......	......	......	......

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Enrollment Special Courses				Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Enrollment Special Courses			
						Manual training	Domestic science	Agriculture	Commercial						Manual training	Domestic science	Agriculture	Commercial
Owen	94	11	4	2,250.00	6,350.00	......	......	......	......	118	9	5	1,485.00	3,770.00	......	......	......	......
Oxford	45	5	2	2,520.00	2,520.00	......	......	......	......	52	3	3	1,485.00	3,770.00	......	......	......	......
Palmyra	78	14	4	2,000.00	5,240.00	......	......	......	......	81	12	4	2,000.00	5,625.00	......	......	......	......
Pardeeville	86	18	4	2,000.00	5,760.00	......	......	......	60	103	21	4	2,050.00	6,475.00	......	......	......	103
Park Falls	129	22	8	*3,000.00	10,604.50	......	18	......	120	152	18	9	2,700.00	10,938.00	37	32	......	49
Patch Grove	32	5	3	2,100.00	4,852.00	......	5	14	.....	41	10	3	1,626.20	4,961.00	......	13	28	......
Pepin	49	12	3	2,000.00	4,030.00	......	......	......	......	54	8	3	2,000.00	4,142.00	......	......	......	......
Peshtigo	127	32	7	*2,000.00	9,039.70	......	34	21	109	122	24	7	*2,000.00	8,244.00	......	21	......	94
Pewaukee	48	6	5	1,350.00	5,446.10	......	20	......	......	59	5	5	2,475.00	6,930.00	17	21	......	......
Phillips	132	22	9	*2,500.00	10,623.65	40	282	......	48	145	22	9	*3,000.00	11,260.00	44	38	......	41
Pittsville	44	6	2	1,485.00	2,238.75	......	......	......	......	65	9	3	1,850.00	3,862.00	......	......	......	61
Plainfield	69	10	6	2,100.00	7,120.00	......	20	......	35	87	14	5	2,200.00	7,385.00	......	......	......	56
Platteville	262	43	11	2,000.00	16,327.00	68	68	......	58	286	62	12	2,250.00	19,146.00	63	70	......	104
Plymouth	248	40	12	3,250.00	19,165.00	25	118	36	75	281	50	12	*3,600.00	20,110.00	34	70	46	101
Portage	277	44	12	*3,500.00	20,314.84	31	39	78	184	318	53	12	*3,000.00	20,908.00	27	35	60	258
Pt. Washington	101	16	7	2,400.00	11,094.00	32	29	......	......	124	18	7	2,700.00	11,638.00	44	45	......	......
Port Wing	32	6	2	2,025.00	3,600.00	......	......	......	......	50	5	2	2,025.00	4,077.00	......	......	......	......
Potosi	52	8	3	1,800.00	4,365.00	......	......	......	......	54	10	3	1,800.00	4,275.00	......	......	......	......
Poynette	98	9	5	1,800.00	6,273.75	......	36	.....	66	106	12	5	2,000.00	7,125.00	......	29	15	41
Prairie du Chien	138	22	8	*3,000.00	10,638.75	38	45	......	77	168	22	8	*2,800.00	11,200.00	38	51	......	138
Prairie du Sac	77	13	7	2,115.00	10,480.08	13	34	36	27	102	19	7	2,115.00	10,790.00	20	34	40	38
Prentice	60	13	3	2,000.00	4,387.50	......	......	......	....	68	9	3	1,800.00	4,111.00	......	......	......	......
Prescott	58	6	4	2,000.00	6,485.00	17	......	......	......	79	15	4	2,200.00	5,520.00	22	......	......	......
Princeton	102	20	5	2,200.00	7,559.41	......	21	13	73	96	15	6	2,500.00	6,473.00	......	19	29	53
Pulaski				Organized	1920-1921					41	......	2	2,100.00	3,382.00	......	......	......	......
Racine	1.102	130	55	3,800.00	95,762.73	......	253	......	578	1,467	150	57	4,250.00	105,165.00	465	324	......	823
Randolph	95	18	6	2,500.00	6,805.00	......	29	......	38	114	18	5	2,800.00	7,745.00	......	25	......	53
Random Lake	72	10	4	1,600.00	5,540.00	......	......	......	27	82	7	4	1,800.00	6,090.00	......	......	......	45
Redgranite	76	8	5	2,000.00	6,300.00	......	......	......	.....	95	13	5	2,250.00	7,190.00	......	24	.....	29
Reedsburg	275	54	13	*3.100.00	17,145.00	34	39	......	58	256	40	13	*3,000.00	19,920.00	24	38	......	129

Reedsville	52	8	2	1,800.00	3,195.00	.....	.....	.....	.....	62	9	2	1,800.00	3,393.00	.....	.....	.....	.....
Reeseville	51	9	4	1,520.00	3,692.75	.....	.....	.....	.....	59	7	4	1,800.00	3,801.00	.....	.....	.....	64
Rewey	53	12	3	2,090.00	4,082.50	.....	.....	.....	.....	56	14	3	2,000.00	4,335.00	.....	.....	.....	.....
Rhinelander	370	55	19	*3,000.00	25,841.60	68	104	.....	193	436	72	19	*3,000.00	25,962.00	98	114	.....	113
Rib Lake	53	9	4	1,900.00	5,587.50	.....	.....	.....	.....	55	14	6	2,200.00	5,825.00	17	.....	.....	.....
Rice Lake	277	49	13	2,025.00	16,597.50	28	80	.....	235	293	37	15	*3,400.00	19,301.00	20	82	.....	239
Richland Center	288	42	15	*3,000.00	21,030.00	67	95	45	50	306	44	14	*3,000.00	20.847.00	31	102	60	65
Ridgeway	36	8	3	2,500.00	4,979.81	.....	.....	.....	.....	38	9	2	1,650.00	3,160.00	.....	.....	.....	.....
Rio	99	18	5	1,500.00	6,690.00	.....	46	29	.....	100	22	5	1,500.00	5,738.00	.....	38	21	.....
Ripon	226	45	17	*3,500.00	22,190.00	114	50	.....	49	232	48	18	*3,500.00	17,235.00	74	63	.....	69
River Falls	196	27	10	2,200.00	11,850.00	22	43	19	32	204	39	10	2,400.00	11,977.00	23	.....	27	36
Roberts	68	9	4	2,400.00	5,580.00	.....	35	33	.....	79	13	4	2,400.00	6,619.00	.....	39	34	.....
Rosedale	46	5	3	1,980.00	3,000.00	.....	.....	.....	.....	46	7	3	1,800.00	4,365.00	.....	.....	.....	.....
St. Croix Falls	150	24	11	3,000.00	17,632.23	28	28	17	54	158	39	11	3,000.00	16,868.00	20	44	.....	45
Sauk City	51	12	6	2,100.00	7,801.67	11	14	.....	41	65	18	6	2,200.00	8,432.00	34	.....	.....	8
Saxon	27	6	2	1,600.00	2,850.00	.....	.....	.....	.....	30	5	2	1,575.00	2,835.00	.....	.....	.....	.....
Seneca	27	4	3	1,600.00	4,000.00	.....	.....	.....	.....	40	3	3	1,700.00	4,810.00	.....	.....	40	.....
Sextonville	26	.....	2	1,980.00	2,725.00	.....	.....	.....	.....	44	4	2	1,980.00	3,006.00	.....	.....	.....	.....
Seymour	96	15	6	2,000.00	7,930.00	.....	.....	20	18	95	18	6	2,000.00	8,300.00	.....	.....	29	41
Sharon	67	14	5	2,000.00	4,008.00	.....	20	.....	.....	64	10	6	2,000.00	7,315.00	20	22	.....	.....
Shawano	252	35	15	*3,250.00	18,494.60	.....	50	.....	70	312	59	15	*3,600.00	20,781 00	57	58	.....	135
Sheboygan	721	85	32	3,500.00	55,071.90	118	59	28	272	867	106	34	3,500.00	59,152.00	155	71	18	289
Sheboygan Falls	71	14	5	2,500.00	8,675.00	.....	.....	.....	.....	99	15	5	2,515.00	8,750.00	.....	.....	.....	.....
Shell Lake	116	16	5	1,710.00	6,372.00	.....	.....	.....	.....	135	24	5	2,160.00	6,423.00	.....	.....	.....	.....
Shiocton	82	15	4	2,100.00	5,975.00	.....	22	72	.....	83	7	4	2,400.00	6,600.00	.....	35	42	.....
Shullsburg	78	16	5	2,500.00	8,393.50	.....	26	.....	.....	92	17	5	2,500.00	8,019.00	.....	51	.....	.....
Slinger	58	9	3	1,500.00	4,100.00	.....	.....	.....	17	58	8	3	1,600.00	4,100.00	.....	.....	.....	57
Soldiers Grove	50	11	3	2,000.00	4,715.00	.....	13	.....	.....	60	12	4	1,800.00	5,544.00	.....	25	.....	.....
So. Milwaukee	176	26	11	*3,300.00	12,300.79	42	25	.....	83	259	30	15	*4,000.00	20,295.00	39	31	.....	65
South Wayne	44	6	2	1,800.00	3,150.00	.....	.....	.....	.....	53	7	2	1,800.00	2,925.00	.....	.....	.....	.....
Sparta	320	52	14	3,000.00	21,090.00	32	52	.....	107	364	52	15	3,500.00	22,612.00	46	89	.....	323
Spencer	36	9	3	2,000.00	4,750.00	.....	.....	.....	.....	60	.....	3	2,200.05	3,943.00	.....	.....	.....	60
Spooner	156	24	9	2,250.00	11,366.00	46	47	.....	.....	183	96	8	3,000.00	11,493.00	42	29	.....	.....
Spring Green	67	10	4	2,100.00	5,875.00	.....	.....	.....	56	84	11	5	2,100.00	6,915.00	.....	.....	.....	.....
Spring Valley	107	9	4	2,200.00	5,490.00	32	.....	.....	.....	107	15	5	2,000.00	6,572.00	30	.....	.....	.....
Stanley	225	46	11	1,800.00	15,192.38	34	38	29	61	267	34	10	1,900.00	13,080.00	46	60	102	74
Stevens Point	434	63	22	2,500.00	36,777.24	90	119	.....	175	490	75	24	2,500.00	36,273.00	84	131	.....	192
Stockbridge	32	7	2	1,575.00	2,925.00	.....	.....	.....	.....	29	3	2	1,575.00	2,835.00	.....	.....	.....	.....
Stoughton	346	66	19	2,400.00	24,515.95	73	44	.....	68	379	46	16	2,600.00	23,739.00	74	60	.....	63
Stratford	56	10	3	1,900.00	4,285.00	.....	.....	.....	.....	61	9	3	1,900.00	4,425.00	.....	.....	.....	57

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Sturgeon Bay	305	44	13	*2,500.00	17,667.97	......	45	......	144	314	44	15	*3,000.00	21,057.00	......	108	......	170
Sun Prairie	69	14	8	2,500.00	8,861.13	13	25	......	55	75	13	6	2,150.00	8,562.00	15	30	......	42
Superior	1,019	192	39	4,500.00	79,080.45	95	144	......	382	977	214	36	4,500.00	71,515.00	195	166	......	396
Superior (N. D)	229	36	15	3,750.00	28,020.69	41	82	......	107	256	53	14	3,750.00	25,340.00	102	94	......	101
Suring	36	2	2	1,600.00	2,011.00	......	......	......	......	44	8	2	2,000.00	3,300.00	......	......	......	......
Taylor	38	3	2	1,800.00	3,302.00	......	......	......	......	42	2	2	1,665.00	2,880.00	......	......	......	......
Thorp	84	17	5	2,250.00	6,860.00	20	26	......	......	107	18	5	2,200.00	7,263.00	37	32	......	......
Tigerton	69	10	3	1,650.00	4,065.00	......	......	......	......	81	11	3	2,000.00	4,340.00	......	......	......	......
Tomah	349	52	14	2,500.00	18,203.00	23	25	......	136	366	70	16	2,700.00	21,414.00	49	27	......	193
Tomahawk	164	33	9	*2,725.00	11,330.00	34	50	......	92	204	32	10	*3,000.00	13,146.00	54	36	......	91
Trempealeau	41	3	2	1,600.00	2,860.00	......	......	......	......	50	9	2	1,800.00	3,060.00	......	......	......	......
Tripoli	27	1	2	1,530.00	2,790.00	......	7	20	......	46	6	2	1,530.00	2,880.00	......	19	20	......
Turtle Lake	36	5	3	1,800.00	3,510.00	......	......	......	......	64	6	4	2,200.00	4,250.00	......	......	......	......
Two Rivers	247	42	15	2,400.00	21,828.67	65	71	......	48	290	36	15	2,600.00	21,770.00	69	46	......	77
Union Grove	110	17	5	2,250.00	7,640.00	11	......	......	31	111	20	5	2,250.00	8,495.00	29	......	......	73
Unity	63	2	3	1,800.00	4,750.00	......	......	......	......	49	2	3	2,000.00	4,665.00	......	......	......	......
Valley				No	Report								No	Report				
Verona	57	10	4	2,500.00	7,090.00	......	19	......	57	64	7	4	2,500.00	6,695.00	......	......	......	42
Viola	75	10	5	2,300.00	6,300.39	......	31	27	......	89	21	5	2,300.00	6,477.00	......	23	30	......
Viroqua	290	46	13	*2,800.00	18,242.50	44	82	49	90	295	54	13	*3,200.00	18,464.00	21	51	66	58
Wabeno	58	8	6	3,000.00	10,390.00	......	17	17	......	76	8	6	3,000.00	9,215.00	......	25	26	......
Waldo	76	16	4	1,710.00	5,223.75	......	......	54	......	86	10	4	1,800.00	5,806.00	......	......	49	......
Walworth	102	29	6	2,000.00	6,839.25	......	26	......	......	102	17	6	2,300.00	7,492.00	......	25	......	56
Warrens	41	1	2	1,500.00	2,775.00	......	......	......	......	58	11	2	1,500.00	2,850.00	......	......	......	......
Washburn	275	46	16	2,050.00	21,347.48	25	25	39	131	269	33	16	2,150.00	23,186.00	25	38	88	151
Waterford	68	14	4	1,900.00	6,650.00	20	18	......	28	69	15	4	1,900.00	6,310.00	23	22	......	......
Waterloo	121	26	7	2,500.00	9,632.50	......	36	47	28	130	24	7	2,500.00	10,970.00	......	40	36	42
Watertown	348	46	14	*3,700.00	24,050.00	39	29	......	130	371	54	15	*3,700.00	25,650.00	42	41	......	112
Waukesha	585	77	35	2,431.00	41,120.31	86	51	60	225	663	113	39	3,250.00	62,215.00	113	52	69	249
Waunakee	50	10	3	1,800.00	4,650.00	......	......	......	......	48	8	3	2,250.00	5,062.00	......	......	......	......

Waupaca	313	59	14	*2,500.00	16,384.00	.....	29	.....	134	322	38	12	*2,800.00	16,495.00	.....	.....	.....	150
Waupun	185	31	12	2,300.00	17,545.00	37	36	.....	100	195	38	12	2,300.00	17,495.00	39	43	.....	115
Wausau	824	91	34	3,000.00	48,815.00	84	76	20	257	948	92	36	4,500.00	56,331.00	135	98	42	310
Wausaukee	83	8	5	2,000.00	6,905.00	33	22	.....	26	110	27	6	2,500.00	8,705.00	33	38	.....	25
Wautoma	95	9	5	2,500.00	6,758.80	.....	39	6	83	119	22	5	2,500.00	7,270.00	.....	31	.....	51
Wauwatosa	258	46	12	*3,750.00	17,080.55	39	25	.....	17	303	35	17	2,500.00	25,143.00	49	38	.....	107
Wauzeka	40	4	4	1,800.00	6,164.54	.....	20	20	.....	49	9	4	1,845.00	4,846.00	.....	22	24	.....
Webster	50	4	4	1,732.50	4,376.25	.....	24	14	.....	81	13	5	1,800.00	8,989.00	.....	32	26	39
West Allis	388	40	42	3,500.00	63,540.08	150	48	.....	212	496	54	46	3,850.00	83,062.00	250	97	.....	482
West Bend	214	33	10	3,600.00	17,080.00	18	15	.....	.....	240	32	10	3,600.00	17,287.00	42	27	.....	141
Westboro	41	6	3	2,080.00	4,600.00	.....	.....	.....	.....	47	7	3	2,080.00	4,600.00	.....	.....	.....	.....
Westby	132	27	6	12,200.00	6,716.61	.....	.....	.....	.....	151	17	7	2,200.00	9,555.00	.....	.....	.....	.....
West De Pere	103	10	8	3,000.00	9,692.00	28	32	.....	100	114	21	7	2,700.00	9,546.00	26	38	.....	89
Westfield	101	19	6	1,800 00	6,667.50	.....	.....	43	.....	136	19	7	2,200.00	7,175.00	.....	.....	.....	.....
West Lima	39	.....	2	1,800.00	2,800.00	.....	.....	.....	.....	36	5	2	1,800.00	3,015.00	.....	.....	.....	.....
West Salem	105	16	7	2,200.00	7,181.10	.....	43	41	.....	110	22	6	2,250.00	7,991.00	110	36	46	.....
Weyauwega	99	22	6	2,000.00	6,800.00	.....	.....	.....	.....	112	24	5	1,900.00	7,000.00	.....	.....	.....	.....
Wayerhauser	48	6	2	2,000.00	3,305.00	.....	.....	.....	.....	44	10	2	2,100.00	3,450.00	.....	31	.....	.....
Whitehall	98	18	5	1,700.00	5,533.00	33	34	.....	.....	119	20	6	2,500.00	7,823.00	28	44	.....	.....
White Lake				Organized	1920-1921					38	3	4	2,400.00	5,562.00	.....	.....	.....	.....
Whitewater	126	20	8	*2,500.00	11,712.50	6	28	.....	34	143	24	8	*3,300.00	12,358.00	15	20	21	.....
Wild Rose	65	12	4	1,850.00	4,322.50	.....	.....	.....	.....	72	11	3	2,000.00	4,550.00	.....	.....	.....	.....
Williams Bay	40	6	5	1,800.00	4,702.67	14	15	.....	.....	40	8	6	2,100.00	6,011.00	14	13	.....	.....
Wilmot	66	9	4	2,600.00	6,827.50	.....	22	26	.....	66	11	4	2,600.00	6,970.00	.....	39	27	.....
Wilton	65	11	3	1,900.00	4,212.00	.....	.....	.....	.....	62	10	3	2,250.00	4,102.00	.....	.....	.....	.....
Winneconne	70	12	5	2,500.00	5,650.00	22	18	.....	.....	71	13	5	2,500.00	5,937.00	19	18	.....	.....
Winter	19	2	2	1,800.00	2,970.00	.....	11	.....	.....	28	3	2	1,800.00	2,970.00	.....	.....	.....	.....
Wis. Rapids	518	57	22	2,500.00	25,784.31	116	40	.....	294	558	81	23	3,000.0	27,508.00	79	28	.....	193
Withee	77	14	3	1,350.00	4,174.00	.....	.....	.....	.....	80	18	4	1,800.00	5,580.00	.....	.....	.....	.....
Wittenburg	94	15	5	2,400.00	6,705.00	.....	.....	.....	94	105	21	5	1,800.00	6,285.00	.....	.....	.....	37
Wonewoc	79	11	5	2,200.00	7,223.88	20	36	.....	.....	104	15	6	2,000.00	6,916.00	19	43	.....	.....
Wrightstown	54	9	5	1,800.00	6,030.46	21	14	.....	.....	74	10	4	1,800.00	5,185.00	33	28	.....	.....

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Sturgeon Bay	305	44	13	*2,500.00	17,667.97	......	45	......	144	314	44	15	*3,000.00	21,057.00	......	108	......	170
Sun Prairie	69	14	8	2,500.00	8,861.13	13	25	......	55	75	13	6	2,150.00	8,562.00	15	30	......	42
Superior	1,019	192	39	4,500.00	79,080.45	95	144	......	382	977	214	36	4,500.00	71,515.00	195	166	......	396
Superior (N. D)	229	36	15	3,750.00	28,020.69	41	82	......	107	256	53	14	3,750.00	25,340.00	102	94	......	101
Suring	36	2	2	1,600.00	2,011.00	......	......	......	......	44	8	2	2,000.00	3,300.00	......	......	......	......
Taylor	38	3	2	1,800.00	3,302.00	......	......	......	......	42	2	2	1,665.00	2,880.00	......	......	......	......
Thorp	84	17	5	2,250.00	6,860.00	20	26	......	......	107	18	5	2,200.00	7,263.00	37	32	......	......
Tigerton	69	10	3	1,650.00	4,065.00	......	......	......	......	81	11	3	2,000.00	4,340.00	......	......	......	......
Tomah	349	52	14	2,500.00	18,203.00	23	25	......	136	366	70	16	2,700.00	21,414.00	49	27	......	193
Tomahawk	164	33	9	*2,725.00	11,330.00	34	50	......	92	204	32	10	*3,000.00	13,146.00	54	36	......	91
Trempealeau	41	3	2	1,600.00	2,860.00	......	......	......	......	50	9	2	1,800.00	3,060.00	......	......	......	......
Tripoli	27	1	2	1,530.00	2,790.00	......	7	20	......	46	6	2	1,530.00	2,880.00	......	19	20	......
Turtle Lake	36	5	3	1,800.00	3,510.00	......	......	......	......	64	6	4	2,200.00	4,250.00	......	......	......	......
Two Rivers	247	42	15	2,400.00	21,828.67	65	71	......	48	290	36	15	2,600.00	21,770.00	69	46	......	77
Union Grove	110	17	5	2,250.00	7,640.00	11	......	......	31	111	20	5	2,250.00	8,495.00	29	......	......	73
Unity	63	2	3	1,800.00	4,750.00	......	......	......	......	49	2	3	2,000.00	4,665.00	......	......	......	......
Valley				No	Report								No	Report				
Verona	57	10	4	2,500.00	7,090.00	......	19	......	57	64	7	4	2,500.00	6,695.00	......	......	......	42
Viola	75	10	5	2,300.00	6,300.39	......	31	27	......	89	21	5	2,300.00	6,477.00	......	23	30	......
Viroqua	290	46	13	*2,800.00	18,242.50	44	82	49	90	295	54	13	*3,200.00	18,464.00	21	51	66	58
Wabeno	58	8	6	3,000.00	10,390.00	......	17	17	......	76	8	6	3,000.00	9,215.00	......	25	26	......
Waldo	76	16	4	1,710.00	5,223.75	......	......	54	......	86	10	4	1,800.00	5,806.00	......	......	49	......
Walworth	102	29	6	2,000.00	6,839.25	......	26	......	......	102	17	6	2,300.00	7,492.00	......	25	......	56
Warrens	41	1	2	1,500.00	2,775.00	......	......	......	......	58	11	2	1,500.00	2,850.00	......	......	......	......
Washburn	275	46	16	2,050.00	21,347.48	25	25	39	131	269	33	16	2,150.00	23,186.00	25	38	88	151
Waterford	68	14	4	1,900.00	6,650.00	20	18	......	28	69	15	4	1,900.00	6,310.00	23	22	......	......
Waterloo	121	26	7	2,500.00	9,632.50	......	36	47	28	130	24	7	2,500.00	10,970.00	......	40	36	42
Watertown	348	46	14	*3,700.00	24,050.00	39	29	......	130	371	54	15	*3,700.00	25,650.00	42	41	......	112
Waukesha	585	77	35	2,431.00	41,120.31	86	51	60	225	663	113	39	3,250.00	62,215.00	113	52	69	249
Waunakee	50	10	3	1,800.00	4,650.00	......	......	......	......	48	8	3	2,250.00	5,062.00	......	......	......	......

Waupaca	313	59	14	*2,500.00	16,384.00	.....	29	.....	134	322	38	12	*2,800.00	16,495.00	.....	.....	.....	150
Waupun	185	31	12	2,300.00	17,545.00	37	36	.....	100	195	38	12	2,300.00	17,495.00	39	43	.....	115
Wausau	824	91	34	3,000.00	48,815.00	84	76	20	257	948	92	36	4,500.00	56,331.00	135	98	42	310
Wausaukee	83	8	5	2,000.00	6,905.00	33	22	.....	26	110	27	6	2,500.00	8,705.00	33	38	.....	25
Wautoma	95	9	5	2,500.00	6.758.80	.....	39	6	83	119	22	5	2,500.00	7,270.00	.....	31	.....	51
Wauwatosa	258	46	12	*3,750.00	17,080.55	39	25	.....	17	303	35	17	2,500.00	25,143.00	49	38	.....	107
Wauzeka	40	4	4	1,800.00	6,164.54	.....	20	20	.....	49	9	4	1,845.00	4,846.00	.....	22	24	.....
Webster	50	4	4	1,732.50	4,376.25	.....	24	14	.....	81	13	5	1,800.00	8,989.00	.....	32	26	39
West Allis	388	40	42	3,500.00	63,540.08	150	48	.....	212	496	54	46	3,850.00	83,062.00	250	97	.....	482
West Bend	214	33	10	3,600.00	17,080.00	18	15	.....	.....	240	32	10	3,600.00	17,287.00	42	27	.....	141
Westboro	41	6	3	2,080.00	4,600.00	.....	.....	.....	.....	47	7	3	2,080.00	4,600.00	.....	.....	.....	.....
Westby	132	27	6	!2,200.00	6,716.61	.....	.....	.....	.....	151	17	7	2,200.00	9,555.00	.....	.....	.....	.....
West De Pere	103	10	8	3,000.00	9,692.00	28	32	.....	100	114	21	7	2,700.00	9,546.00	26	38	.....	89
Westfield	101	19	6	1,800 00	6,667.50	.....	.....	43	.....	136	19	7	2,200.00	7,175.00	.....	.....	.....	.....
West Lima	39	.....	2	1,800.00	2,800.00	.....	.....	.....	.....	36	5	2	1,800.00	3,015.00	.....	.....	.....	.....
West Salem	105	16	7	2,200.00	7,181.10	.....	43	41	.....	110	22	6	2,250.00	7,991.00	110	36	46	.....
Weyauwega	99	22	6	2,000.00	6,800.00	.....	.....	.....	.....	112	24	5	1,900.00	7,000.00	.....	.....	.....	.....
Wayerhauser	48	6	2	2,000.00	3,305.00	.....	.....	.....	.....	44	10	2	2,100.00	3,450.00	.....	31	.....	.....
Whitehall	98	18	5	1,700.00	5,533.00	33	34	.....	.....	119	20	6	2,500.00	7,823.00	28	44	.....	.....
White Lake				Organized	1920-1921					38	3	4	2,400.00	5,562.00	.....	.....	.....	.....
Whitewater	126	20	8	*2,500.00	11,712.50	6	28	.....	34	143	24	8	*3,300.00	12,358.00	15	20	21	.....
Wild Rose	65	12	4	1,850.00	4,322.50	.....	.....	.....	.....	72	11	3	2,000.00	4,550.00	.....	.....	.....	.....
Williams Bay	40	6	5	1,800.00	4,702.67	14	15	.....	.....	40	8	6	2,100.00	6,011.00	14	13	.....	.....
Wilmot	66	9	4	2,600.00	6,827.50	.....	22	26	.....	66	11	4	2,600.00	6,970.00	.....	39	27	.....
Wilton	65	11	3	1,900.00	4,212.00	.....	.....	.....	.....	62	10	3	2,250.00	4,102.00	.....	.....	.....	.....
Winneconne	70	12	5	2,500.00	5,650.00	22	18	.....	.....	71	13	5	2,500.00	5,937.00	19	18	.....	.....
Winter	19	2	2	1,800.00	2,970.00	.....	11	.....	.....	28	3	2	1,800.00	2,970.00	.....	.....	.....	.....
Wis. Rapids	518	57	22	2,500.00	25,784.31	116	40	.....	294	558	81	23	3,000.0	27,508.00	79	28	.....	193
Withee	77	14	3	1.350.00	4,174.00	.....	.....	.....	.....	80	18	4	1,800.00	5,580.00	.....	.....	.....	.....
Wittenburg	94	15	5	2,400.00	6.705.00	.....	.....	.....	94	105	21	5	1,800.00	6,285.00	.....	.....	.....	37
Wonewoc	79	11	5	2,200.00	7,223.88	20	36	.....	.....	104	15	6	2,000.00	6,916.00	19	43	.....	.....
Wrightstown	54	9	5	1,800.00	6,030.46	21	14	.....	.....	74	10	4	1.800.00	5.185.00	33	28	.....	.....

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Marshfield	392	54	30	2,375.00	39,394.61	56	123	28	88	449	68	31	2,755.00	47,886.00	54	140	47	254
Mason				Organized	1921-1922					45	2	2	2,000.25	3,485.00	.....	.....	.....	.....
Mattoon	64	10	4	2,000.00	5,560.00	.....	.....	.....	.....	65	15	4	2,000.00	5,610.00	.....	.....	.....	21
Mauston	214	38	9	2.200.00	12,985.00	.....	58	.....	58	220	46	9	2,600.00	14,015.00	.....	63	.....	88
Mayville	145	20	9	*3,000.00	13,854.90	.....	39	.....	73	173	22	8	*3,250.00	13,100.00	.....	39	.....	78
Mazomanie	71	19	6	2,000.00	7,362.35	.....	22	16	48	75	10	5	2,000.00	6,987.00	.....	.....	22	50
Medford	202	30	9	2,700.000	12,883.32	.....	.....	.....	162	224	38	10	3,000.00	15,265.00	.....	.....	.....	48
Mellen	114	16	8	*2,600.00	8,652.50	35	35	.....	21	125	22	9	*2,600.00	8,468.00	41	21	.....	60
Melrose	72	9	3	1,980.00	4,680.00	.....	19	.....	22	81	17	4	1,980.00	5,265.00	.....	24	27	27
Menasha	173	31	11	*3,500.00	15,711.25	49	67	.....	82	200	30	12	*3,800.00	17,175.00	52	48	.....	88
Menomonee Falls	77	19	4	2,500.00	5,861.88	.....	25	.....	.....	92	14	4	2,400.00	5,720.00	.....	33	.....	.....
Menomonie	368	68	15	2,500.00	20,995.16	.....	.....	.....	194	376	73	15	2,500.00	24,458.00	.....	.....	.....	241
Merrill	388	77	17	2,500.00	23,175.34	72	114	.....	57	428	72	18	2,500.00	25,756.00	95	133	.....	46
Merrillan	53	9	4	2,100.00	4,742.80	.....	.....	.....	53	57	9	4	2,300.00	5,112.00	.....	17	.....	53
Merrimac	24	.....	2	1,350.00	2,137.50	.....	.....	.....	.....	31	7	2	1,800.00	2,415.00	.....	.....	.....	.....
Middleton	75	15	6	2,300.00	10,785.00	20	26	.....	47	84	13	6	2,500.00	10,250.00	26	28	.....	58
Milltown	98	14	7	2,700.00	9,697.50	20	58	28	.....	114	22	6	3,000.00	9,126.00	.....	52	19	79
Milton-Milton Jc	168	26	8	2,900.00	14,340.00	.....	35	43	62	193	25	9	2,700.00	15,660.00	.....	50	33	59
Milw. (Bay Vw.)	578	69	22	4,280.00	46,469.00	193	213	.....	451	674	83	25	5,000.00	60,755.00	253	230	.....	618
Milw. (N. Div.)	1,367	125	46	5,000.00	120,200.00	123	75	.....	289	1,565	131	53	5,000.00	128,700.00	173	87	.....	307
Milw. (Riv'side)	1,253	153	50	5,000.00	122,601.00	80	94	.....	465	1,403	184	52	5,000.00	140,228.00	212	89	.....	1,012
Milw. (So. Div.)	1,477	177	52	5,000.00	110,251.10	284	142	.....	1,630	1,738	178	61	5,000.00	143,660.00	163	130	.....	1,912
Milw. (Wash.)	1,315	120	49	5,000.00	118,850.00	342	149	.....	1,527	1,663	162	57	5,000.00	140,000.00	484	107	.....	1,525
Milw. (W. Div.)	1,381	146	51	4,520.00	119,142.44	129	123	.....	1,072	1,611	171	57	5,000.00	148,600.00	145	107	.....	1,167
Mindoro	26	.....	1	1,500.00	1,500.00	.....	.....	.....	.....	31	1	2	1,820.00	2,925.00	.....	.....	.....	.....
Mineral Point	183	27	10	*3,500.00	15,880.84	56	35	.....	84	210	37	10	*3,500.00	15,214.00	54	40	.....	89
Minocqua	72	16	4	1,800.00	5,440.00	.....	.....	.....	.....	79	10	4	2,250.00	6,255.00	.....	.....	.....	.....
Minong	35	5	2	1,700.00	2,586.67	.....	.....	.....	.....	39	4	2	1,644.37	2,724.00	.....	.....	.....	.....
Mishicot	95	18	4	1,500.00	5,145.00	.....	.....	.....	.....	99	21	4	1,750.00	5,250.00	.....	.....	.....	.....
Mondovi	181	31	10	2,500.00	13,320.00	.....	24	48	84	205	31	8	2,600.00	13,815.00	.....	35	76	55

Monroe........	316	54	13	*3,300.00	22,466.58	58	96	......	125	364	64	24	*3,600.00	37,900.00	84	163	......	104
Montello.......	106	17	7	2,200.00	8,348.25	23	20	......	48	112	18	7	2,600.00	9,146.00	33	18	......	53
Montford.......	77	15	5	2,000.00	6,740.00	......	25	23	12	71	12	5	2,250.00	8,050.00	29	22	7	15
Monticello......	65	11	5	1,600.00	4,761.80	......	......	......	......	71	16	5	1,650.00	5,613.00	......	28	......	......
Mosinee........	70	6	5	2,750.00	7,268.75	......	43	......	57	100	12	6	2,440.00	8,465.00	......	39	......	34
Mountain.......	21	1	2	2,200.00	3,800.00	......	......	......	......	35	2	2	2,200.00	3,800.00	......	......	......	......
Mount Hope....	30	3	3	2,400.00	5,032.50	......	12	14	......	42	4	3	2,400.00	5,030.00	......	18	17	22
Mt. Horeb......	196	42	9	3,000.00	13,095.00	46	68	24	91	166	30	9	2,500.00	12,745.00	34	43	16	73
Mukwonago.....	83	19	5	2,000.00	6,140.00	......	23	......	......	82	4	5	2,400.00	7,800.00	......	24	......	......
Muscoda.......	84	11	5	1,710.00	5,678.57	......	32	......	......	96	17	7	1,881.000	7,798.00	......	29	......	......
Necedah........	53	10	3	1,800.00	4,050.00	......	......	......	......	55	12	3	2,000.00	4,430.00	......	......	......	......
Neenah.........	314	49	14	*3,200.00	19,496.29	53	45	55	195	348	54	14	*3,600.00	22,641.00	50	38	72	209
Neillsville.......	196	33	12	3,000.00	15,525.00	32	48	35	84	224	32	12	3,000.00	16,023.00	36	53	59	56
Nekoosa........	90	12	7	2,700.00	9,331.25	26	27	......	27	91	7	8	3,000.00	11,525.00	31	21	......	38
Nelson.........				Organized	1921-1922					42	......	2	1,260.00	2,385.00	......	29	13	......
Neshkora.......	32	2	2	1,215.00	2,205.00	......	......	......	......	31	4	2	1,350.00	1,890.00	......	......	......	......
New Auburn....	48	4	2	1,500.00	2,437.50	......	......	......	......	47	5	2	1,500.00	2,475.00	......	......	......	......
New Glarus....	52	6	3	2,025.00	4,175.00	......	......	......	......	64	8	4	2,385.00	6,160.00	......	......	......	......
New Holstein..	82	10	6	2,500.00	7,816.80	25	28	......	31	102	7	7	2,800.00	9,896.00	36	33	......	41
New Lisbon....	157	28	8	2,000.00	10,426.00	29	40	......	68	143	26	8	2,000.00	11,250.00	33	40	......	47
New London....	219	33	10	*2,750.00	13,890.75	66	72	19	......	233	40	11	*3,000.00	15,513.00	58	84	......	......
New Richmond..	342	72	19	3,000.00	24,680.00	......	77	......	295	334	69	17	3,250.00	24,215.00	......	79	96	237
Niagara.......	54	9	9	3,000.00	15,634.00	11	14	......	14	75	10	12	3,000.00	16,587.00	21	36	......	20
N. Fond du Lac.	96	14	5	2,700.00	8,100.00	......	......	......	71	110	8	5	2,700.00	7,900.00	......	......	......	......
No. Freedom....	46	4	3	2,400.00	5,100.00	......	15	......	......	55	13	3	2,000.00	4,700.00	......	14	......	......
Norwalk........	46	5	3	2,000.00	4,270.00	......	......	......	......	50	15	3	2,100.00	4,520.00	......	......	......	......
Oakfield........	38	5	3	1,800.00	4,185.00	......	......	......	......	53	8	3	1,800.00	4,365.00	......	......	......	......
Oconomowoc....	248	37	11	*3,000.00	16,598.75	45	65	......	92	240	33	13	*3,300.00	19,206.00	47	58	......	57
Oconto.........	296	26	13	2,200.00	17,688.25	80	56	......	128	358	53	15	2,100.00	19,747.00	88	71	......	104
Oconto Falls....	147	28	9	2,400.00	11,540.00	......	30	3	49	190	28	9	2,700.00	12,005.00	......	46	......	135
Omro..........	164	38	9	2,500.00	9,610.00	39	21	35	69	167	32	9	2,600.00	11,923.00	33	32	26	17
Onalaska.......	67	15	4	*1,800.00	4,570.00	......	......	......	31	48	9	5	*1,800.00	5,070.00	......	......	......	32
Ondassagon.....	42	8	3	2,000.00	4,500.00	......	16	19	......	42	9	3	2,240.00	5,320.00	......	18	19	......
Ontario.........	34	6	3	1,700.00	4,100.00	......	......	......	......	43	6	3	1,800.00	3,167.00	......	......	......	......
Oostburg.......	47	13	3	1,350.00	3,022.50	......	......	......	8	50	13	4	1,575.00	3,292.00	......	......	......	12
Oregon.........	84	19	3	1,800.00	4,455.00	......	......	......	......	97	11	4	2,115.00	6,085.00	......	......	......	......
Oxfordville......	62	8	4	1,800.00	6,114.40	21	27	......	......	73	9	4	1,980.00	6,679.00	23	30	......	......
Osceola.........	78	23	7	2,200.00	10,127.50	......	33	16	61	83	11	7	2,400.00	10,131.00	......	21	19	40
Oshkosh........	1,102	......	40	3,500.00	72,270.87	219	174	......	......	1,194	183	43	3,500.00	75,550.00	235	189	57	769
Osseo..........	92	13	5	1,800.00	6,255.00	......	38	......	......	100	16	5	1,800.00	6,925.00	......	......	......	......

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
	Enroll-ment	Grad-uates 1921	Teach-ers	Principal Salary	Teaching Cost	Enrollment Special Courses				Enroll-ment	Grad-uates 1922	Teach-ers	Principal Salary	Teaching Cost	Enrollment Special Courses			
						Man-ual train-ing	Do-mes-tic science	Agri-cul-ture	Com-mer-cial						Man-ual train-ing	Do-mes-tic science	Agri-cul-ture	Com-mer-cial
Owen..........	94	11	4	2,250.00	6,350.00	.....	.....	.....	.....	118	9	5	1,485.00	3,770.00	.....	.....	.....	.....
Oxford.........	45	5	2	2,520.00	2,520.00	.....	.....	.....	.....	52	3	3	1,485.00	3,770.00	.....	.....	.....	.....
Palmyra........	78	14	4	2,000.00	5,240.00	.....	.....	.....	.....	81	12	4	2,000.00	5,625.00	.....	.....	.....	.....
Pardeeville......	86	18	4	2,000.00	5,760.00	.....	.....	.....	60	103	21	4	2,050.00	6,475.00	.....	.....	.....	103
Park Falls......	129	22	8	*3,000.00	10,604.50	.....	18	.....	120	152	18	9	2,700.00	10,938.00	37	32	.....	49
Patch Grove....	32	5	3	2,100.00	4,852.00	.....	5	14	.....	41	10	3	1,626.20	4,961.00	.....	13	28	.....
Pepin..........	49	12	3	2,000.00	4,030.00	.....	.....	.....	.....	54	8	3	2,000.00	4,142.00	.....	.....	.....	.....
Peshtigo........	127	32	7	*2,000.00	9,039.70	.....	34	21	109	122	24	7	*2,000.00	8,244.00	.....	21	.....	94
Pewaukee.......	48	6	5	1,350.00	5,446.10	.....	20	.....	.....	59	5	5	2,475.00	6,930.00	17	21	.....	.....
Phillips.........	132	22	9	*2,500.00	10,623.65	40	282	.....	48	145	22	9	*3,000.00	11,260.00	44	38	.....	41
Pittsville......	44	6	2	1,485.00	2,238.75	.....	.....	.....	.....	65	9	3	1,850.00	3,862.00	.....	.....	.....	61
Plainfield.......	69	10	6	2,100.00	7,120.00	.....	20	.....	35	87	14	5	2,200.00	7,385.00	.....	.....	.....	56
Platteville......	262	43	11	2,000.00	16,327.00	68	68	.....	58	286	62	12	2,250.00	19,146.00	63	70	.....	104
Plymouth.......	248	40	12	3,250.00	19,165.00	25	118	36	75	281	50	12	*3,600.00	20,110.00	34	70	46	101
Portage........	277	44	12	*3,500.00	20,314.84	31	39	78	184	318	53	12	*3,000.00	20,908.00	27	35	60	258
Pt. Washington..	101	16	7	2,400.00	11,094.00	32	29	.....	.....	124	18	7	2,700.00	11,638.00	44	45	.....	.....
Port Wing......	32	6	2	2,025.00	3,600.00	.....	.....	.....	.....	50	5	2	2,025.00	4,077.00	.....	.....	.....	.....
Potosi..........	52	8	3	1,800.00	4,365.00	.....	.....	.....	.....	54	10	3	1,800.00	4,275.00	.....	.....	.....	.....
Poynette.......	98	9	5	1,800.00	6,273.75	.....	36	.....	66	106	12	5	2,000.00	7,125.00	.....	29	15	41
Prairie du Chien.	138	22	8	*3,000.00	10,638.75	38	45	.....	77	168	22	8	*2,800.00	11,200.00	38	51	.....	138
Prairie du Sac...	77	13	7	2,115.00	10,480.08	13	34	36	27	102	19	7	2,115.00	10,790.00	20	34	40	38
Prentice........	60	13	3	2,000.00	4,387.50	.....	.....	.....	.....	68	9	3	1,800.00	4,111.00	.....	.....	.....	.....
Prescott........	58	6	4	2,000.00	6,485.00	17	.....	.....	.....	79	15	4	2,200.00	5,520.00	22	.....	.....	.....
Princeton.......	102	20	5	2,200.00	7,559.41	.....	21	13	73	96	15	6	2,500.00	6,473.00	.....	19	29	53
Pulaski.........				Organized	1920-1921					41	.....	2	2,100.00	3,382.00	.....	.....	.....	.....
Racine.........	1,102	130	55	3,800.00	95,762.73	.....	253	.....	578	1,467	150	57	4,250.00	105,165.00	465	324	.....	823
Randolph.......	95	18	6	2,500.00	6,805.00	.....	29	.....	38	114	18	5	2,800.00	7,745.00	.....	25	.....	53
Random Lake...	72	10	4	1,600.00	5,540.00	.....	.....	.....	27	82	7	4	1,800.00	6,090.00	.....	.....	.....	45
Redgranite......	76	8	5	2,000.00	6,300.00	.....	.....	.....	.....	95	13	5	2,250.00	7,190.00	.....	24	.....	29
Reedsburg......	275	54	13	*3,100.00	17,145.00	34	39	.....	58	256	40	13	*3,000.00	19,920.00	24	38	.....	129

Reedsville	52	8	2	1,800.00	3,195.00	.....	.....	.....	.....	62	9	2	1,800.00	3,393.00	.....	.....	.....	.....
Reeseville	51	9	4	1,520.00	3,692.75	.....	.....	.....	.....	59	7	4	1,800.00	3,801.00	.....	.....	.....	64
Rewey	53	12	3	2,090.00	4,082.50	.....	.....	.....	.....	56	14	3	2,000.00	4,335.00	.....	.....	.....	.....
Rhinelander	370	55	19	*3,000.00	25,841.60	68	104	.....	193	436	72	19	*3,000.00	25,962.00	98	114	.....	113
Rib Lake	53	9	4	1,900.00	5,587.50	.....	.....	.....	.....	55	14	6	2,200.00	5,825.00	17	.....	.....	.....
Rice Lake	277	49	13	2,025.00	16,597.50	28	80	.....	235	293	37	15	*3,400.00	19,301.00	20	82	.....	239
Richland Center	288	42	15	*3,000.00	21,030.00	67	95	45	50	306	44	14	*3,000.00	20,847.00	31	102	60	65
Ridgeway	36	8	3	2,500.00	4,979.81	.....	.....	.....	.....	38	9	2	1,650.00	3,160.00	.....	.....	.....	.....
Rio	99	18	5	1,500.00	6,690.00	.....	46	29	.....	100	22	5	1,500.00	5,738.00	.....	38	21	.....
Ripon	226	45	17	*3,500.00	22,190.00	114	50	.....	49	232	48	18	*3,500.00	17,235.00	74	63	.....	69
River Falls	196	27	10	2,200.00	11,850.00	22	43	19	32	204	39	10	2,400.00	11,977.00	23	.....	27	36
Roberts	68	9	4	2,400.00	5,580.00	.....	35	33	.....	79	13	4	2,400.00	6,619.00	.....	39	34	.....
Rosedale	46	5	3	1,980.00	3,000.00	.....	.....	.....	.....	46	7	3	1,800.00	4,365.00	.....	.....	.....	.....
St. Croix Falls	150	24	11	3,000.00	17,632.23	28	28	17	54	158	39	11	3,000.00	16,868.00	20	44	.....	45
Sauk City	51	12	6	2,100.00	7,801.67	11	14	.....	41	65	18	6	2,200.00	8,432.00	34	.....	.....	8
Saxon	27	6	2	1,600.00	2,850.00	.....	.....	.....	.....	30	5	2	1,575.00	2,835.00	.....	.....	.....	.....
Seneca	27	4	3	1,600.00	4,000.00	.....	.....	.....	.....	40	3	3	1,700.00	4,810.00	.....	.....	40	.....
Sextonville	26	.....	2	1,980.00	2,725.00	.....	.....	.....	.....	44	4	2	1,980.00	3,006.00	.....	.....	.....	.....
Seymour	96	15	6	2,000.00	7,930.00	.....	.....	20	18	95	18	6	2,000.00	8,300.00	.....	.....	29	41
Sharon	67	14	5	2,000.00	4,008.00	.....	20	.....	.....	64	10	6	2,000.00	7,315.00	20	22	.....	.....
Shawano	252	35	15	*3,250.00	18,494.60	.....	50	.....	70	312	59	15	*3,600.00	20,781 00	57	58	.....	135
Sheboygan	721	85	32	3,500.00	55,071.90	118	59	28	272	867	106	34	3,500.00	59,152.00	155	71	18	289
Sheboygan Falls	71	14	5	2,500.00	8,675.00	.....	.....	.....	.....	99	15	5	2,515.00	8,750.00	.....	.....	.....	.....
Shell Lake	116	16	5	1,710.00	6,372.00	.....	.....	.....	.....	135	24	5	2,160.00	6,423.00	.....	.....	.....	.....
Shiocton	82	15	4	2,100.00	5,975.00	.....	22	72	.....	83	7	4	2,400.00	6,600.00	.....	35	42	.....
Shullsburg	78	16	5	2,500.00	8,393.50	.....	26	.....	.....	92	17	5	2,500.00	8,019.00	.....	51	.....	.....
Slinger	58	9	3	1,500.00	4,100.00	.....	.....	.....	17	58	8	3	1,600.00	4,100.00	.....	.....	.....	57
Soldiers Grove	50	11	3	2,000.00	4,715.00	.....	13	.....	.....	60	12	4	1,800.00	5,544.00	.....	25	.....	.....
So. Milwaukee	176	26	11	*3,300.00	12,300.79	42	25	.....	83	259	30	15	*4,000.00	20,295.00	39	31	.....	65
South Wayne	44	6	2	1,800.00	3,150.00	.....	.....	.....	.....	53	7	2	1,800.00	2,925.00	.....	.....	.....	.....
Sparta	320	52	14	3,000.00	21,090.00	32	52	.....	107	364	52	15	3,500.00	22,612.00	46	89	.....	323
Spencer	36	9	3	2,000.00	4,750.00	.....	.....	.....	.....	60	.....	3	2,200.05	3,943.00	.....	.....	.....	60
Spooner	156	24	9	2,250.00	11,366.00	46	47	.....	.....	183	96	8	3,000.00	11,493.00	42	29	.....	.....
Spring Green	67	10	4	2,100.00	5,875.00	.....	.....	.....	56	84	11	5	2,100.00	6,915.00	.....	.....	.....	.....
Spring Valley	107	9	4	2,200.00	5,490.00	32	.....	.....	.....	107	15	5	2,000.00	6,572.00	30	.....	.....	.....
Stanley	225	46	11	1,800.00	15,192.38	34	38	29	61	267	34	10	1,900.00	13,080.00	46	60	102	74
Stevens Point	434	63	22	2,500.00	36,777.24	90	119	.....	175	490	75	24	2,500.00	36,273.00	84	131	.....	192
Stockbridge	32	7	2	1,575.00	2,925.00	.....	.....	.....	.....	29	3	2	1,575.00	2,835.00	.....	.....	.....	.....
Stoughton	346	66	19	2,400.00	24,515.95	73	44	.....	68	379	46	16	2,600.00	23,739.00	74	60	.....	63
Stratford	56	10	3	1,900.00	4,285.00	.....	.....	.....	.....	61	9	3	1,900.00	4,425.00	.....	.....	.....	57

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enroll-ment	Grad-uates 1921	Teach-ers	Principal Salary	Teaching Cost	Man-ual train-ing	Do-mes-tic science	Agri-cul-ture	Com-mer-cial	Enroll-ment	Grad-uates 1922	Teach-ers	Principal Salary	Teaching Cost	Man-ual train-ing	Do-mes-tic science	Agri-cul-ture	Com-mer-cial
Sturgeon Bay	305	44	13	*2,500.00	17,667.97	.....	45	.....	144	314	44	15	*3,000.00	21,057.00	.....	108	.....	170
Sun Prairie	69	14	8	2,500.00	8,861.13	13	25	.....	55	75	13	6	2,150.00	8,562.00	15	30	.....	42
Superior	1,019	192	39	4,500.00	79,080.45	95	144	.....	382	977	214	36	4,500.00	71,515.00	195	166	.....	396
Superior (N. D)	229	36	15	3,750.00	28,020.69	41	82	.....	107	256	53	14	3,750.00	25,340.00	102	94	.....	101
Suring	36	2	2	1,600.00	2,011.00	.....	.....	.....	.....	44	8	2	2,000.00	3,300.00	.....	.....	.....	.....
Taylor	38	3	2	1,800.00	3,302.00	.....	.....	.....	.....	42	2	2	1,665.00	2,880.00	.....	.....	.....	.....
Thorp	84	17	5	2,250.00	6,860.00	20	26	.....	.....	107	18	5	2,200.00	7,263.00	37	32	.....	.....
Tigerton	69	10	3	1,650.00	4,065.00	.....	.....	.....	.....	81	11	3	2,000.00	4,340.00	.....	.....	.....	.....
Tomah	349	52	14	2,500.00	18,203.00	23	25	.....	136	366	70	16	2,700.00	21,414.00	49	27	.....	193
Tomahawk	164	33	9	*2,725.00	11,330.00	34	50	.....	92	204	32	10	*3,000.00	13,146.00	54	36	.....	91
Trempealeau	41	3	2	1,600.00	2,860.00	.....	.....	.....	.....	50	9	2	1,800.00	3,060.00	.....	.....	.....	.....
Tripoli	27	1	2	1,530.00	2,790.00	.....	7	20	.....	46	6	2	1,530.00	2,880.00	.....	19	20	.....
Turtle Lake	36	5	3	1,800.00	3,510.00	.....	.....	.....	.....	64	6	4	2,200.00	4,250.00	.....	.....	.....	.....
Two Rivers	247	42	15	2,400.00	21,828.67	65	71	.....	48	290	36	15	2,600.00	21,770.00	69	46	.....	77
Union Grove	110	17	5	2,250.00	7,640.00	11	.....	.....	31	111	20	5	2,250.00	8,495.00	29	.....	.....	73
Unity	63	2	3	1,800.00	4,750.00	.....	.....	.....	.....	49	2	3	2,000.00	4,665.00	.....	.....	.....	.....
Valley				No	Report								No	Report				
Verona	57	10	4	2,500.00	7,090.00	.....	19	.....	57	64	7	4	2,500.00	6,695.00	.....	.....	.....	42
Viola	75	10	5	2,300.00	6,300.39	.....	31	27	.....	89	21	5	2,300.00	6,477.00	.....	23	30	.....
Viroqua	290	46	13	*2,800.00	18,242.50	44	82	49	90	295	54	13	*3,200.00	18,464.00	21	51	66	58
Wabeno	58	8	6	3,000.00	10,390.00	.....	17	17	.....	76	8	6	3,000.00	9,215.00	.....	25	26	.....
Waldo	76	16	4	1,710.00	5,223.75	.....	.....	54	.....	86	10	4	1,800.00	5,806.00	.....	.....	49	.....
Walworth	102	29	6	2,000.00	6,839.25	.....	26	.....	.....	102	17	6	2,300.00	7,492.00	.....	25	.....	56
Warrens	41	1	2	1,500.00	2,775.00	.....	.....	.....	.....	58	11	2	1,500.00	2,850.00	.....	.....	.....	.....
Washburn	275	46	16	2,050.00	21,347.48	25	25	39	131	269	33	16	2,150.00	23,186.00	25	38	88	151
Waterford	68	14	4	1,900.00	6,650.00	20	18	.....	28	69	15	4	1,900.00	6,310.00	23	22	.....	.....
Waterloo	121	26	7	2,500.00	9,632.50	.....	36	47	28	130	24	7	2,500.00	10,970.00	.....	40	36	42
Watertown	348	46	14	*3,700.00	24,050.00	39	29	.....	130	371	54	15	*3,700.00	25,650.00	42	41	.....	112
Waukesha	585	77	35	2,431.00	41,120.31	86	51	60	225	663	113	39	3,250.00	62,215.00	113	52	69	249
Waunakee	50	10	3	1,800.00	4,650.00	.....	.....	.....	.....	48	8	3	2,250.00	5,062.00	.....	.....	.....	.....

Waupaca	313	59	14	*2,500.00	16,384.00	......	29	......	134	322	38	12	*2,800.00	16,495.00	......	......	......	150
Waupun	185	31	12	2,300.00	17,545.00	37	36	......	100	195	38	12	2,300.00	17,495.00	39	43	......	115
Wausau	824	91	34	3,000.00	48,815.00	84	76	20	257	948	92	36	4,500.00	56,331.00	135	98	42	310
Wausaukee	83	8	5	2,000.00	6,905.00	33	22	......	26	110	27	6	2,500.00	8,705.00	33	38	......	25
Wautoma	95	9	5	2,500.00	6,758.80	.....	39	6	83	119	22	5	2,500.00	7,270.00	......	31	.....	51
Wauwatosa	258	46	12	*3,750.00	17,080.55	39	25	......	17	303	35	17	2,500.00	25,143.00	49	38	......	107
Wauzeka	40	4	4	1,800.00	6,164.54	......	20	20	......	49	9	4	1,845.00	4,846.00	......	22	24	......
Webster	50	4	4	1,732.50	4,376.25	......	24	14	......	81	13	5	1,800.00	8,989.00	......	32	26	39
West Allis	388	40	42	3,500.00	63,540.08	150	48	......	212	496	54	46	3,850.00	83,062.00	250	97	......	482
West Bend	214	33	10	3,600.00	17,080.00	18	15	......	......	240	32	10	3,600.00	17,287.00	42	27	......	141
Westboro	41	6	3	2,080.00	4,600.00	.....	.....	......	......	47	7	3	2,080.00	4,600.00	......	.....	......	......
Westby	132	27	6	!2,200.00	6,716.61	......	......	......	......	151	17	7	2,200.00	9,555.00	......	......	......	......
West De Pere	103	10	8	3,000.00	9,692.00	28	32	......	100	114	21	7	2,700.00	9,546.00	26	38	......	89
Westfield	101	19	6	1,800 00	6,667.50	......	....	43	......	136	19	1	2,200.00	7,175.00	......	......	......	......
West Lima	39	....	2	1,800.00	2,800.00	.....	...	......	......	36	5	2	1,800.00	3,015.00	......	......	......	.....
West Salem	105	16	7	2,200.00	7,181.10	.....	43	41	.....	110	22	6	2,250.00	7,991.00	110	36	46	......
Weyauwega	99	22	6	2,000.00	6,800.00	......	......	......	......	112	24	5	1,900.00	7,000.00	......	......	......	......
Wayerhauser	48	6	2	2,000.00	3,305.00	......	......	......	.....	44	10	2	2,100.00	3,450.00	......	31	......	......
Whitehall	98	18	5	1,700.00	5,533.00	33	34	......	.....	119	20	0	2,500.00	7,823.00	28	44	......	......
White Lake				Organized	1920-1921					38	3	4	2,400.00	5,562.00	......	......	......	......
Whitewater	126	20	8	*2,500.00	11,712.50	6	28	.....	34	143	24	8	*3,300.00	12,358.00	15	20	21	......
Wild Rose	65	12	4	1,850.00	4,322.50	......	......	......	.....	72	11	3	2,000.00	4,550.00	......	......	......	......
Williams Bay	40	6	5	1,800.00	4,702.67	14	15	......	......	40	8	6	2,100.00	6,011.00	14	13	......	......
Wilmot	66	9	4	2,600.00	6,827.50	...	22	26	.....	66	11	4	2,600.00	6,970.00	.....	39	27	......
Wilton	65	11	3	1,900.00	4,212.00	....	.....	......	.....	62	10	3	2,250.00	4,102.00	......	......	......	......
Winneconne	70	12	5	2,500.00	5,650.00	22	18	......	....	71	13	5	2,500.00	5,937.00	19	18	......	.....
Winter	19	2	2	1,600.00	2,970.00	....	11	......	......	28	3	2	1,800.00	2,970.00	...	......	......	......
Wis. Rapids	518	57	22	2,500.00	25,784.31	116	40	...	294	558	81	23	3,000.0	27,508.00	79	28	.....	193
Withee	77	14	3	1,350.00	4,174.00	.....	.....	....	......	80	13	4	1,800.00	5,580.00	....	....	......	......
Wittenburg	94	15	5	2,400.00	6,705.00	.....	......	...	94	105	21	5	1,800.00	6,285.00	....	...	......	37
Wonewoc	79	11	5	2,200.00	7,223.88	20	36	...	.....	104	15	6	2,000.00	6,916.00	19	43	......	......
Wrightstown	54	9	5	1,800.00	6,030.46	21	14	....	....	74	10	4	1,800.00	5,185.00	33	28	......	.....

TABLE 43.—*High Schools, 1920–21*—Continued.

Location	1920-1921									1921-1922								
						Enrollment Special Courses									Enrollment Special Courses			
	Enrollment	Graduates 1921	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial	Enrollment	Graduates 1922	Teachers	Principal Salary	Teaching Cost	Manual training	Domestic science	Agriculture	Commercial
Sturgeon Bay	305	44	13	*2,500.00	17,667.97	......	45	......	144	314	44	15	*3,000.00	21,057.00	......	108	......	170
Sun Prairie	69	14	8	2,500.00	8,861.13	13	25	......	55	75	13	6	2,150.00	8,562.00	15	30	......	42
Superior	1,019	192	39	4,500.00	79,080.45	95	144	......	382	977	214	36	4,500.00	71,515.00	195	166	......	396
Superior (N. D)	229	36	15	3,750.00	28,020.69	41	82	......	107	256	53	14	3,750.00	25,340.00	102	94	......	101
Suring	36	2	2	1,600.00	2,011.00	......	......	......	......	44	8	2	2,000.00	3,300.00	......	......	......	......
Taylor	38	3	2	1,800.00	3,302.00	......	......	......	......	42	2	2	1,665.00	2,880.00	......	......	......	......
Thorp	84	17	5	2,250.00	6,860.00	20	26	......	......	107	18	5	2,200.00	7,263.00	37	32	......	......
Tigerton	69	10	3	1,650.00	4,065.00	......	......	......	......	81	11	3	2,000.00	4,340.00	......	......	......	......
Tomah	349	52	14	2,500.00	18,203.00	23	25	......	136	366	70	16	2,700.00	21,414.00	49	27	......	193
Tomahawk	164	33	9	*2,725.00	11,330.00	34	50	......	92	204	32	10	*3,000.00	13,146.00	54	36	......	91
Trempealeau	41	3	2	1,600.00	2,860.00	......	......	......	......	50	9	2	1,800.00	3,060.00	......	......	......	......
Tripoli	27	1	2	1,530.00	2,790.00	......	7	20	......	46	6	2	1,530.00	2,880.00	......	19	20	......
Turtle Lake	36	5	3	1,800.00	3,510.00	......	......	......	......	64	6	4	2,200.00	4,250.00	......	......	......	......
Two Rivers	247	42	15	2,400.00	21,828.67	65	71	......	48	290	36	15	2,600.00	21,770.00	69	46	......	77
Union Grove	110	17	5	2,250.00	7,640.00	11	......	......	31	111	20	5	2,250.00	8,495.00	29	......	......	73
Unity	63	2	3	1,800.00	4,750.00	......	......	......	......	49	2	3	2,000.00	4,665.00	......	......	......	......
Valley				No	Report								No	Report				
Verona	57	10	4	2,500.00	7,090.00	......	19	......	57	64	7	4	2,500.00	6,695.00	......	......	......	42
Viola	75	10	5	2,300.00	6,300.39	......	31	27	......	89	21	5	2,300.00	6,477.00	......	23	30	......
Viroqua	290	46	13	*2,800.00	18,242.50	44	82	49	90	295	54	13	*3,200.00	18,464.00	21	51	66	58
Wabeno	58	8	6	3,000.00	10,390.00	......	17	17	......	76	8	6	3,000.00	9,215.00	......	25	26	......
Waldo	76	16	4	1,710.00	5,223.75	......	......	54	......	86	10	4	1,800.00	5,806.00	......	......	49	......
Walworth	102	29	6	2,000.00	6,839.25	......	26	......	......	102	17	6	2,300.00	7,492.00	......	25	......	56
Warrens	41	1	2	1,500.00	2,775.00	......	......	......	......	58	11	2	1,500.00	2,850.00	......	......	......	......
Washburn	275	46	16	2,050.00	21,347.48	25	25	39	131	269	33	16	2,150.00	23,186.00	25	38	38	151
Waterford	68	14	4	1,900.00	6,650.00	20	18	......	28	69	15	4	1,900.00	6,310.00	23	22	......	......
Waterloo	121	26	7	2,500.00	9,632.50	......	36	47	28	130	24	7	2,500.00	10,970.00	......	40	36	42
Watertown	348	46	14	*3,700.00	24,050.00	39	29	......	130	371	54	15	*3,700.00	25,650.00	42	41	......	112
Waukesha	585	77	35	2,431.00	41,120.31	86	51	60	225	663	113	39	3,250.00	62,215.00	113	52	69	249
Waunakee	50	10	3	1,800.00	4,650.00	......	......	......	......	48	8	3	2,250.00	5,062.00	......	......	......	......

Waupaca	313	59	14	*2,500.00	16,384.00	....	29	....	134	322	38	12	*2,800.00	16,495.00	....	....	....	150
Waupun	185	31	12	2,300.00	17,545.00	37	36	....	100	195	38	12	2,300.00	17,495.00	39	43	....	115
Wausau	824	91	34	3,000.00	48,815.00	84	76	20	257	948	92	36	4,500.00	56,331.00	135	98	42	310
Wausaukee	83	8	5	2,000.00	6,905.00	33	22	....	26	110	27	6	2,500.00	8,705.00	33	38	....	25
Wautoma	95	9	5	2,500.00	6,758.80	....	39	6	83	119	22	5	2,500.00	7,270.00	....	31	....	51
Wauwatosa	258	46	12	*3,750.00	17,080.55	39	25	....	17	303	35	17	2,500.00	25,143.00	49	38	....	107
Wauzeka	40	4	4	1,800.00	6,164.54	....	20	20	....	49	9	4	1,845.00	4,846.00	....	22	24	....
Webster	50	4	4	1,732.50	4,376.25	....	24	14	....	81	13	5	1,800.00	8,989.00	....	32	26	39
West Allis	388	40	42	3,500.00	63,540.08	150	48	....	212	496	54	46	3,850.00	83,062.00	250	97	....	482
West Bend	214	33	10	3,600.00	17,080.00	18	15	....	....	240	32	10	3,600.00	17,287.00	42	27	....	141
Westboro	41	6	3	2,080.00	4,600.00	....	....	....	....	47	7	3	2,080.00	4,600.00	....	....	....	....
Westby	132	27	6	12,200.00	6,716.61	....	....	....	....	151	17	7	2,200.00	9,555.00	....	....	....	....
West De Pere	103	10	8	3,000.00	9,692.00	28	32	....	100	114	21	7	2,700.00	9,546.00	26	38	....	89
Westfield	101	19	6	1,800.00	6,667.50	....	....	43	....	136	19	7	2,200.00	7,175.00	....	....	....	....
West Lima	39	....	2	1,800.00	2,800.00	....	....	....	....	36	5	2	1,800.00	3,015.00	....	....	....	....
West Salem	105	16	7	2,200.00	7,181.10	....	43	41	....	110	22	6	2,250.00	7,991.00	110	36	46	....
Weyauwega	99	22	6	2,000.00	6,800.00	....	....	....	....	112	24	5	1,900.00	7,000.00	....	....	....	....
Wayerhauser	48	6	2	2,000.00	3,305.00	....	....	....	....	44	10	2	2,100.00	3,450.00	....	31	....	....
Whitehall	98	18	5	1,700.00	5,533.00	33	34	....	....	119	20	6	2,500.00	7,823.00	28	44	....	....
White Lake				Organized	1920-1921					38	3	4	2,400.00	5,562.00	....	....	....	....
Whitewater	126	20	8	*2,500.00	11,712.50	6	28	....	34	143	24	8	*3,300.00	12,358.00	15	20	21	....
Wild Rose	65	12	4	1,850.00	4,322.50	....	....	....	....	72	11	3	2,000.00	4,550.00	....	....	....	....
Williams Bay	40	6	5	1,800.00	4,702.67	14	15	....	....	40	8	6	2,100.00	6,011.00	14	13	....	....
Wilmot	66	9	4	2,600.00	6,827.50	....	22	26	....	66	11	4	2,600.00	6,970.00	....	39	27	....
Wilton	65	11	3	1,900.00	4,212.00	....	....	....	....	62	10	3	2,250.00	4,102.00	....	....	....	....
Winneconne	70	12	5	2,500.00	5,650.00	22	18	....	....	71	13	5	2,500.00	5,937.00	19	18	....	....
Winter	19	2	2	1,800.00	2,970.00	....	11	....	....	28	3	2	1,800.00	2,970.00	....	....	....	....
Wis. Rapids	518	57	22	2,500.00	25,784.31	116	40	....	294	558	81	23	3,000.0	27,508.00	79	28	....	193
Withee	77	14	3	1,350.00	4,174.00	....	....	....	....	80	13	4	1,800.00	5,580.00	....	....	....	....
Wittenburg	94	15	5	2,400.00	6,705.00	....	....	....	94	105	21	5	1,800.00	6,285.00	....	....	....	37
Wonewoc	79	11	5	2,200.00	7,223.88	20	36	....	....	104	15	6	2,000.00	6,916.00	19	43	....	....
Wrightstown	54	9	5	1,800.00	6,030.46	21	14	....	....	74	10	4	1,800.00	5,185.00	33	28	....	....

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